

CATHOLIC SCHOOL

Journal

PERIODICALS **In This Issue:**

WASHINGTON SQUARE LIBRARY

**Student Participation in
School Government**

Sister M. Pauline, Ad.PP.S.

**Teaching the Visually
Handicapped**

Sister M. Jamesine, O.S.U.

The Newborn King (Christmas Play)

Sister M. Concepta, R.S.M.

**The Mystical Body in
Primary Grades**

Sister M. Kenneth, S.L.

Catechism Stories

Rev. Lawrence G. Lovasik, S.V.D.





where FLOORS must wear
"Extra" long



**FLOOR
 HILLYARD
 TREATMENTS**

**TRADEMARKED
 PROTECTION
 FOR ALL TYPES
 OF FLOORS!**

**Results in Brownwood
 City prove that Hillyard
 Floor Care meets every
 School need.**

- This Texas school chose Hillyard Care for greatest protection to its new gym and auditorium. Found Hillyard treatment produced such splendid results . . . found the Hillyard Floor expert so helpful in suggesting labor-saving procedures, that Hillyard products are now in recommended and exclusive use throughout the entire school system.



HILLYARD OFFERS

you the free services of a Hillyard Maintaineer (trained floor expert) for guidance on particular floor problems.

Hillyard slip-resistant finishes approved by U/L.

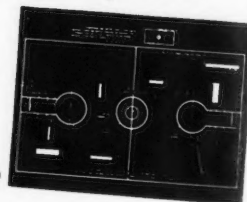


**FREE Schedule and Sports
 Inventory Booklet**

Provides convenient check lists for necessary sports equipment . . . daily calendar . . . adequate memo pages. Hillyard will send it free on request.

New Gym Marking Chart

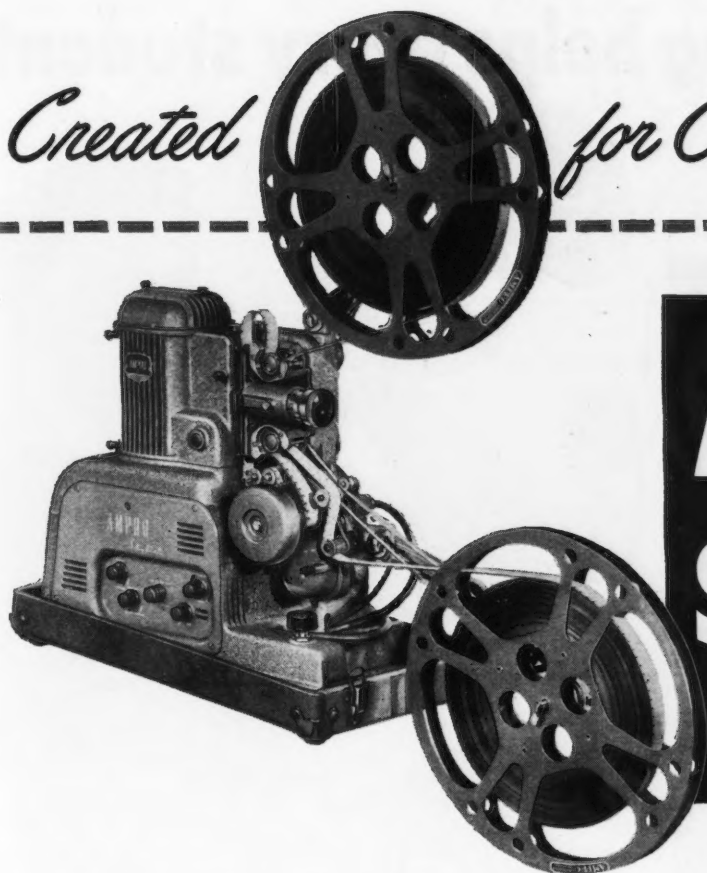
Diagrams regulation court markings for basketball, all gym games and activities. Indispensable in treating new gyms — or refinishing play-scarred surfaces. It's free on request.



St. Joseph, Mo.
 Branches in
 Principal Cities

**Write for the name of the
 Hillyard Maintaineer near
 you — He's on your staff,
 not your payroll.**

Created for Classrooms...



AMPRO STYLIST

With 8-inch Base Reflex-Type Speaker

ROOM-TO-ROOM PORTABILITY

Convenient carrying case;
the entire compact unit
weighs just 29 pounds!

EASY TO OPERATE

The Stylist is simple to set up,
threads in seconds.
Children can run it!

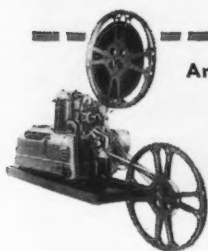
ECONOMY A BIG FEATURE

Low, low maintenance cost;
insures long film life!
Unconditionally guaranteed!

Teachers all over the world prefer the Stylist by Ampro . . . because it's the 16 mm. sound projector which is specifically designed for classroom work. The Stylist is light-weight, compact and gadget-free. It offers both sound and silent speeds. Yet, it's a precision product guaranteed to provide brilliant, life-like projection . . .

clear, vibrant sound. Educators *know* that they can depend upon Stylist performance to match that of equipment priced substantially higher.

Call your own Ampro Audio-Visual Dealer for a no-obligation demonstration. See and hear for yourself why the Stylist, priced at \$399.00, is best by teacher test!



And for larger audiences...

AMPRO PREMIER-30

Here is true professional
sound projection for auditorium
use. Write for complete descriptive
literature. \$549.00 complete.

AMPRO

Famous For The Finest

Free!

8-page "how-to-do-it"
booklet which discusses the
applications and methods of
teaching with motion pictures.

AMPRO CORPORATION
(A General Precision Corporation Subsidiary)
2835 N. Western Ave., Chicago 18

CSJ-12-52

Gentlemen: Please send, at no cost or obligation, your
new booklet about teaching with motion pictures.

Name

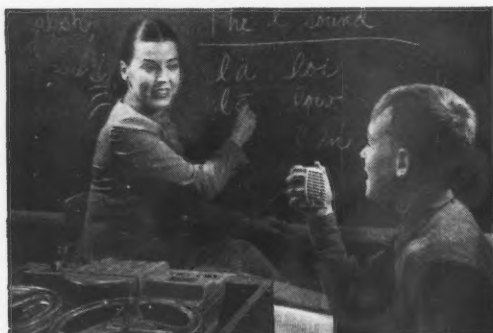
Address

City State

Tape recording helps every student learn faster!



DRAMA groups find tape invaluable for self-criticism. The same tape can be used and re-used countless times; each recording automatically erases the preceding one.



SPEECH handicaps are handled by explaining to the student, with the help of tape recordings of his own voice, how he can overcome his difficulty.



DRILLS, tests, speed dictation recorded on tape can be played any number of times, freeing the teacher from a tedious job. Original freshness of voice is retained, too.



MUSIC classes rely on tape recordings for true, lifelike reproductions of instrumental and vocal performances. Band, orchestra, choir members can hear exactly how they sound. No needle scratch or distortion with tape!

REG. U. S. PAT. OFF.
SCOTCH
BRAND
SOUND RECORDING
TAPE



Ask for a demonstration of tape recording at your music, appliance or camera dealer's.

The term "SCOTCH" and the plaid design are registered trademarks for Sound Recording Tape made in U.S.A. by MINNESOTA MINING & MFG. CO., St. Paul 6, Minn.—also makers of "Scotch" Brand Pressure-Sensitive Tapes, "Underseal" Rubberized Coating, "Scotchlite" Reflective Sheeting, "Safety-Walk" Non-slip Surfacing, "3M" Abrasives, "3M" Adhesives. General Export: 122 E. 42nd St., New York 17, N. Y. 10
Canada: London, Ont., Can.

CHRISTMAS, 1952

The publishers and the editorial staff of the CATHOLIC SCHOOL JOURNAL wish every reader a genuinely blessed Christmas. Certainly the Christ Child will extend a special blessing to those whose profession is to "instruct others into justice."

We are thankful that we have been able, through the co-operation of the Sisters and other contributors, to bring you this year's installment of ideas and suggestions to help you in your daily work and your plans for the future. We are sorry that the contribution could not be even larger to compensate you for the extra work in overcrowded classrooms.

Your staff appreciates the kind words of encouragement and blessing incorporated in many letters you have sent to us, and also the fewer words of constructive criticism. We try to give you a balanced assortment of articles of special interest to administrators and of direct classroom aids. All readers, too, should understand that the advertisements are a necessary part of a journal. They not only provide the principal financial support of the magazine, but they keep the readers in touch with modern programs in buildings, supplies, and equipment. They, too, help to lighten your burden.

GET YOUR INDEX

We are printing a four-page index to this volume of your JOURNAL. You should have it for binding with the volume or at least for reference. It is yours for the asking. A postal card will bring it to you.

The CATHOLIC SCHOOL JOURNAL

Contents for

Volume 52

Number 10

December, 1952

EDUCATIONAL PROBLEMS

Student Participation in School Government.....	Sister M. Pauline, Ad.PP.S.	305
Teaching the Visually Handicapped.....	Sister M. Jamesine, O.S.U.	307
Industrial Arts at Stepinac High School.....	Rev. Marion Schuetz, C.S.V.	309
Grouping in Teaching Reading.....	Rev. John A. O'Brien, Ph.D.	310
Editorials.....		312

PRACTICAL AIDS

The Calendar for December.....		311
<i>High School</i>		
Occupational Guidance.....	Sister M. Edward, C.S.C., M.A.	317
Let Us Adore (Choral Recitation).....	Sister M. Jean, C.S.J.	318
Planning Pays.....	Sister Mona Marie, C.S.J., A.B.	319
Geometry With the Christmas Spirit.....	Sister Anne Agnes, C.S.J.	319
<i>Upper & Middle Grades</i>		
The Newborn King (Dramatization).....	Sister M. Concepta, R.S.M.	314
A December Honor Roll.....	Sister Leone Therese, O.P.	320
Catechism Stories.....	Rev. Lawrence G. Lovasik, S.V.D.	321
A Guidance Program for Grades V-VIII.....	Sister M. Veronica, O.P.	323
Stimulated Spelling.....	Sister M. Wilfrid, O.S.F.	323
You Can Make Designs and Posters.....	Sister Anne Mary, O.P.	324
Glory to God; Peace to Men.....	Sister Mary Amata	325
<i>Primary Grades & Kindergarten</i>		
Christmas Night (Music).....	Sister M. Limana, O.P.	326
The Mystical Body in the Primary Grades.....	Sister M. Kenneth, S.L.	326
The Joyful Mysteries for Children.....	Cecil F. Parlett	328
Christmas Wishes (Recitation).....	Sister Maria Fabian, C.S.M.	329
Greetings to Santa Claus (Music).....	Sister M. Cassilda, O.S.F.	329

FABRIC OF THE SCHOOL

A Modern Building on a Small Site: St. Patrick's School, Cedar Falls, Iowa.....	Frederick W. Mast	331
---	-------------------	-----

POETRY

A Colloquy.....	Sister M. Florence, S.N.D.	306
Matter of Precision.....	Grace Stillman Minck	311

NEWS AND REVIEWS

Evaluation of Audio-Visual Aids.....	George E. Vander Beke, Ph.D.	5A
Catholic Education News.....		330
Building News.....		20A
New Books of Value to Teachers.....		22A
New Supplies and Equipment.....		29A

Articles Indexed. Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman* and in the *Wilson Educational Index*.—Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1952, by The Bruce Publishing Company.—**Subscription Information:** Subscription price in the United States, Canada, and countries of the Pan-American Union, \$3.00 per year, payable in advance. Foreign Countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—**Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

The Catholic School Journal is published monthly except in July and August by

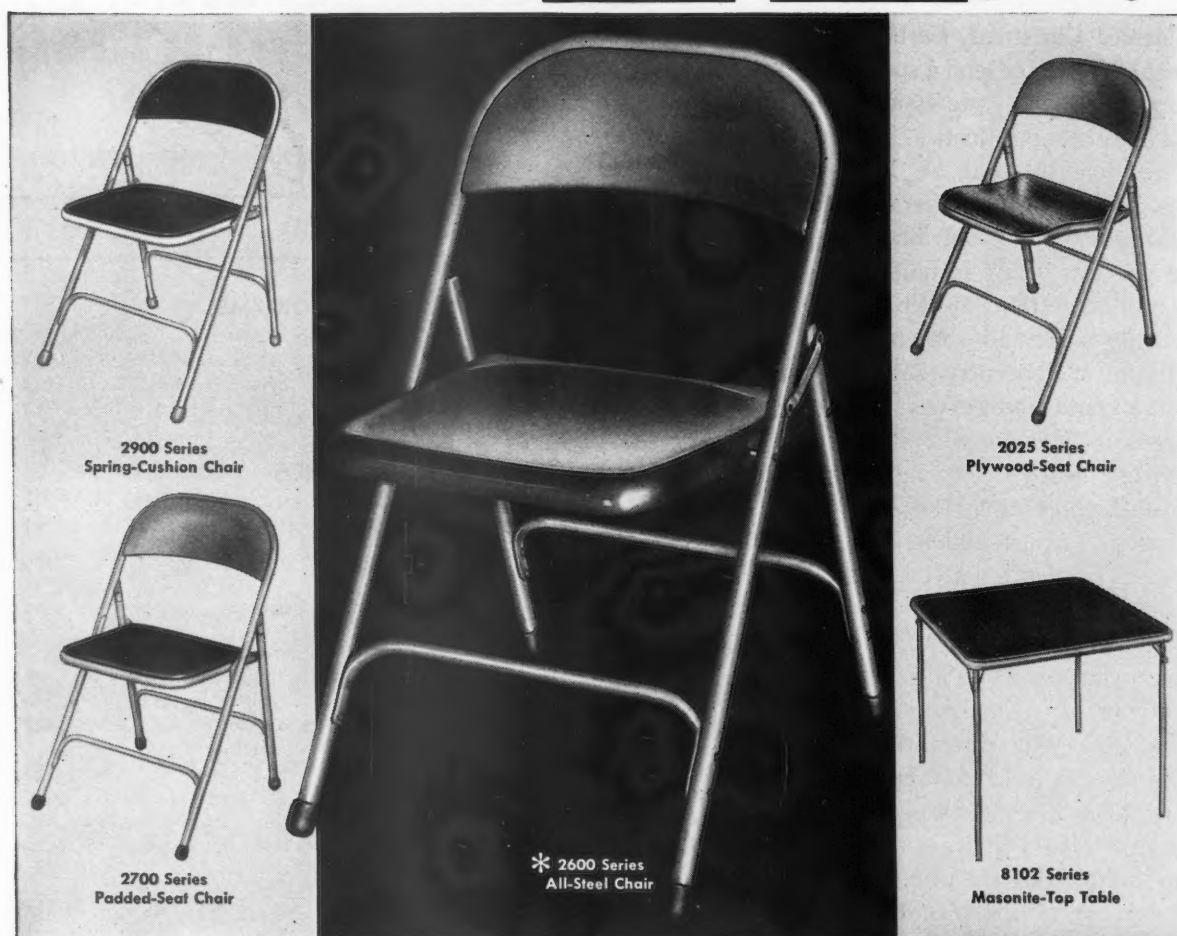
THE BRUCE PUBLISHING COMPANY

400 North Broadway, Milwaukee 1, Wisconsin

Eastern Office: 225 Broadway, New York 7, N. Y.

Central Office: 20 North Wacker Drive, Chicago 6, Ill.

America's No. 1 Public Seating Buy!



Samson Folding Chairs

Posture-Designed For Extra Comfort!
Steel Construction For Extra Strength!
Special Folding Action For Extra Safety!

NO OTHER type of public seating brings you all of Samson's many advantages: low cost, long life, real comfort, ease of handling! For the answer to every public seating problem, call your local Samson public seating distributor, or write direct for full information.

***Impartial laboratory tests** of the Samson series 2600 chair were made recently by Pittsburgh Testing Laboratories. The rigorous examination included vertical-impact, tilt-impact and static-force tests, as well as metal-finish tests for color and water resistance that were actually in excess of Federal specifications.

They found the Samson 2600 series chairs tested to be:

"Substantial, well-balanced, easily set up or folded, storing in the most compact space, weight uniformly distributed, folding mechanism guards against injury, seat rigidly supports framework, back is properly shaped for comfort, front edge of seat reinforced."

SPECIAL LOW PRICES!

- Your local Samson distributor can offer you especially low prices on quantity purchases of chairs and tables. Ask him for a quotation or write us direct for information.

THERE'S A **Samson** FOLDING CHAIR FOR EVERY PUBLIC SEATING NEED

Shwayder Bros., Inc., Public Seating Div., Dept. P-9, Detroit 29, Michigan

ALSO MAKERS OF FAMOUS SAMSON FOLDAWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.*

McGRAW-HILL FILMS

McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y., have released the following audio-visual aids:

Peoples of the Soviet Union

Here is a full descriptive survey of the U.S.S.R.—its geography, cities, varied peoples, occupations, and everyday living. The film pictures the many racial groups that make up the Soviet Union and gives an overall concept of this vast country with its many distinct peoples. Beginning with the people of Moscow and Leningrad, it shows, in quick succession, pictures of the Karelians, the Armenians, the Georgians, the Tartars, the Buryat-Mongolians, the Jews, the Ukrainians, the Uzbeks, and others, so that we come to know these people and see how they fit into the pattern of life in the Soviet Union.

With its revisions in line with the vastly altered position of the U.S.S.R. in the world picture, this film is an important documentary of life behind the Iron Curtain, and of the vast numbers of oppressed people who live there—people whose culture is centuries older than the superimposed Soviet indoctrination, and upon whose will to freedom depends, in part, the shape of future world events.

This thirty-three minute film, representing more than 150,000 miles of travel by American cameramen over a period of several years, is one of the few motion pictures ever made in Russia by foreigners.

Artisans of Florence

The famous Institute of Art furnishes the setting for a film which shows many phases of Italian art and handicrafts: ceramics, drawing, sculpture, leather tooling, silverwork, and jewelry design. The film gives an insight into Italian home life and agriculture, and closes with a "Festa dell'uva," the Feast of the Grapes. 20 minutes.

Mary Visits Poland

A study of the customs and ways of living of the people of Poland, skillfully narrated for school children by an American schoolgirl who is describing her trip of the previous summer to her parents' homeland. The villages, the hard work in the fields, the costumes of the men, women, and girls of her parents' native village of Cracow, and of the mountaineers in southern Poland, the colorful dances and music, the products raised, school life, weaving cloth, lacemaking, the decorative peasant crafts of embroidery and hand painting of dishes and furniture, and something of

the splendid Polish scenery all are shown in this short documentary film. 10 minutes.

Life in Great Britain Today Series

Showing important aspects of life in contemporary Great Britain these films are in rich Kodachrome color. Music is based, for the most part, on British folk songs. Each film is about 13 minutes long.

Elements of Radio Servicing

A new series of six filmstrips for teaching basic elements of radio servicing is now available. This 35mm. silent filmstrip series deals with some of the more difficult concepts to be taught in radio servicing. The choice of topics is the result of a questionnaire which was sent out to teachers of radio, in an attempt to determine what aspects of the subject give students most trouble.

A series of developmental drawings has been used to illustrate these difficult concepts. In addition, clear, well captioned photographs give the student familiarity with the actual apparatus with which he is to work. Each strip is a complete lesson in itself with a summarizing review at the end. The series as a whole represents an expansion of the practical how-to-do-it approach of the book by Marcus and Levy, *Elements of Radio Servicing*.

These filmstrips were produced in close co-operation with the authors Marcus and Levy, both of whom have a wide background in radio instruction. Here are descriptions of the individual filmstrips:

1. Converter. Part I—Oscillator Stage (34 fr.)

The nature of an oscillation is depicted by a series of developmental drawings. Practical electronic oscillators are described, and the function of the oscillator stage in the superheterodyne receiver is presented.

2. Converter. Part II—Mixer Stage (36 fr.)

The problem of frequency conversion is broken down to a step-by-step presentation which solves a difficult teaching task. The mixer stage is integrated with the oscillator to give an over-all picture of the converter. Circuits used in modern receivers are illustrated. A concise summary highlights important points of superheterodyne operation.

3. Converter. Part III—Identification of Parts (39 fr.)

This filmstrip brings the student down to earth in identifying converter components in actual photographs of superheterodyne receivers. Service notes pertaining to testing and replacing converter parts are vividly portrayed.

4. How to Use the Signal Generator (39 fr.)

This servicing tool is described functionally. The operations of the controls are explained in detail as they are used in a basic generator. Similar controls are then identified on several commercial instruments. Illustrations showing how to connect the generator to receivers for various tests are presented.

5. Alignment. Part I—IF Amplifier (37 fr.)

Here the student is shown how to align the IF amplifier in superheterodyne receivers in a step-by-step procedure. Detailed diagrams and photographs clarify the generator-receiver-output meter connections as well as their adjustments.

6. Alignment. Part II—Front End (39 fr.)

The same clear procedure is continued, now showing connections and adjustments pertaining to the front end of the receiver. This includes adjustment of the oscillator, dial, mixer, RF stage, and wave trap, as well as notes on tracking.

JAM HANDY FILMS

The Jam Handy Corporation, 2900 East Grand Blvd., Detroit 11, Mich., has released two new filmstrips: *Introduction to the Globe* and *Seasons, Weather and Climate*.

Introduction to the Globe

This film aims to give the young student of geography basic concepts about the earth by means of a globe. This basic information is imperative for all future skills in globe and map understanding.

The filmstrips focus the information where all the students can see, whereas it is very difficult and often impossible for all the students to observe the manipulation of a globe.

The *Introduction to the Globe* filmstrips serve as a starting point from which individuals and small groups of children can study the globe more effectively and meaningfully. The objectives sought are:

To arouse interest in the classroom globe and encourage individual and group study of the globe.

To help establish the understanding that a globe is a representation of the earth.

To help develop proper skills and attitudes in the use of a globe.

To help build a foundation for teaching essential geographic information and understanding.

To help to establish the relationship of general facts about the earth.

To create an awareness of the relationship between man and the earth.

The major learnings should be:

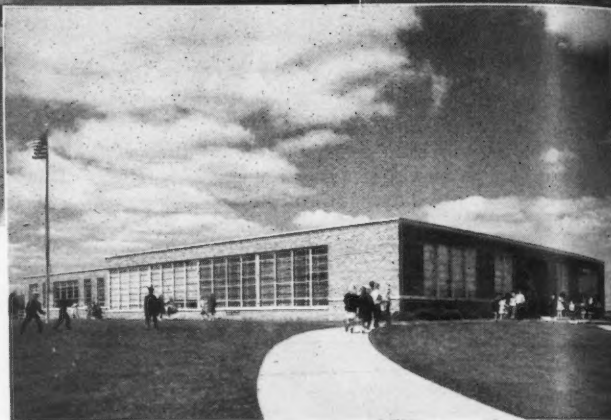
1. The earth is a round ball in space.
2. The earth's surface is covered with land and water. There is much more water than land.
3. The large areas of land are continents; the large bodies of water are oceans.
4. Up is away from the center of the earth; down is toward the center of the earth.
5. Gravity pulls everything toward the center of the earth.

(Continued on page 8A)

*Editorial Consultant for Audio-Visual Aids.



Lincoln Elementary School and Classroom, Mt. Prospect, Ill.
Architects & Engineers:
Childs & Smith and T. Maseng & Associates
Contractor: Plonsker Engineering Co.



Some of the Many Installations of

POWERS *Pneumatic Systems of* Temperature Control

In Contemporary Elementary Schools

These five new modern schools and thousands of others represent one of our nation's most valuable assets. Present and future returns on this investment are incalculable.

Maximum returns on the investment in automatic temperature control have been assured by the selection of Powers equipment. Regardless of outside weather, classrooms are held at comfortable

temperatures automatically. Teachers and pupils are more efficient in rooms that are not OVER-heated. Also, important fuel savings will pay sizeable dividends year after year.

When you want a temperature control system that usually gives over 25 years of reliable-low-maintenance-cost service consult Powers nearest office. There's no obligation.

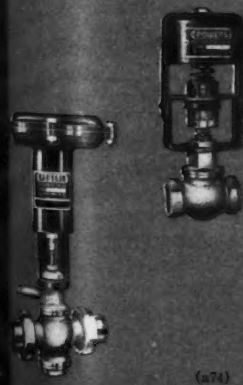
Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILL. • Offices in Over 50 Cities

McCandless Elementary School, Hutchinson, Kansas
Architect: McCrackin & Hiatt
Engineers: Horwath, Scott & Kinney
Contractor: Stevens, Inc.

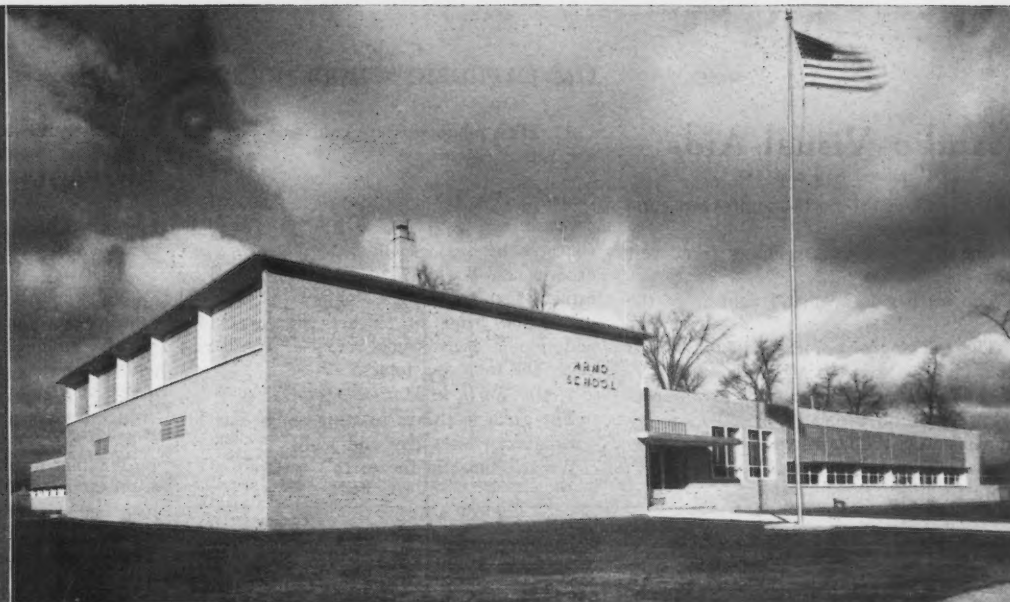




Modern Controls
for All Types of
Heating and Ventilating
Systems

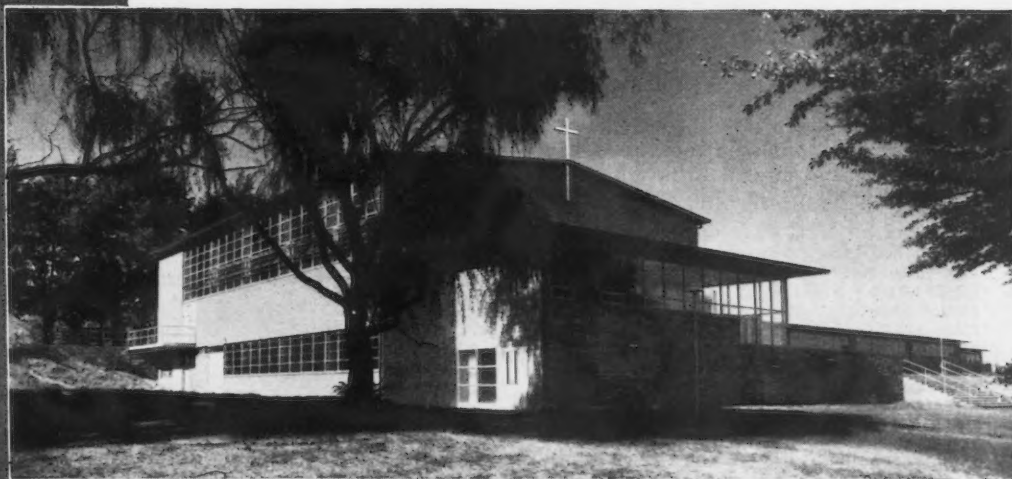


(a74)



POWERS

Above: Arno Elementary School, Allen Park (Detroit), Mich.
Architects & Engineers: Eberly M. Smith & Associates, Inc.
Contractor: Page Plumbing & Heating Co.



POWERS

St. Therese of the Child Jesus Parochial School, Philadelphia, Pa.
Architect: James A. Nolen, Jr., Herbert H. Swinburne, Associate
Engineer: A. Ernest D'Ambly • Contractor: Charles J. Williams

North Street Elementary School, Rittman, Ohio
Architect: Spahn & Barnes • Engineer: Vincent Eaton
Contractor: Kraus Plumbing & Heating Co.



Audio-Visual Aids

(Continued from page 5A)

6. The relation of north, south, east, and west on the globe.
7. Our earth is always spinning from west to east.
8. The earth gets heat and light from the sun.
9. The spinning of our earth in relation to the sun gives us day and night.
10. The directness of the sun's rays affects the temperature of the earth.
11. Generally, the farther the distance from the equator, the colder the temperature.

12. High mountains are cold wherever they are found.

Seasons, Weather, and Climate

Seasons, Weather, and Climate develops concepts by analogies familiar to the pupil's experiences. These 179 pictures, supported by explicit text are designed to provide pictorial instruction helps to teachers in elementary and junior high school grades. The strips cover the following topics:

1. *Our Earth in Motion*—39 frames
The earth is always rotating on its axis. Rotation causes day and night. We tell time by the earth's rotation.

As the earth revolves, its axis is always tipped in the same position.

Gravity keeps the earth in its orbit.

The earth's revolution gives us our year of 365¼ days.

2. *The Sun and Our Seasons*—41 frames

The way the hemispheres tip toward or away from the sun causes the seasons and the length of days and nights.

The different temperatures of the seasons are caused by length of days, directness of the sun's rays, the amount of air through which the sun's rays pass.

3. *What Is Weather*—37 frames

Weather affects our lives in many ways.

Weather is made up of: temperature—use of thermometer; precipitation—rain, snow, sleet, hail; wind—direction and speed; condition of sky—many types of clouds; humidity—relative amounts.

4. *What Makes the Weather*—38 frames

Wind is caused by heat from the sun.

Heavier cold air falls and pushes up lighter warm air.

Precipitation occurs when air holding water vapor is cooled enough to form water or ice.

Different conditions of the air cause rain, hail, snow, sleet, dew, frost, and fog.

5. *Climate*—40 frames

Climate is the average of all the weather conditions of a place over a long period of time.

Climate affects our lives in many ways. Climate is affected by: the rays of the sun; tipping of the earth's axis; mountain ranges; oceans and lakes; altitude; vegetation; wind; ocean currents.

ENCYCLOPAEDIA BRITANNICA FILMS

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill., announces the release of films in the field of nursing and nurse training. Thirty titles are included. The films cover biology, child development, first aid, diet, psychology, and related fields.

These films apply all the teaching power of the modern sound motion picture in fields of health and nursing instruction. They particularly exemplify why motion pictures are outstandingly successful in teaching such things as hidden biological processes, or in spanning time.

An example of this is the film *Heart and Circulation*, which exposes heart action in a way possible in no other media of instruction. *Ears and Hearing* is another of this purely instructional type included in the EBF library, where hidden processes are laid open for functional study.

A new series of human biology films also is included. This covers such titles as *The Skeleton*, *Understanding Vitamins*, *Antibiotics*, *Allergies*, *Obesity*, *Problems of Fat Formation*, *Cancer and Mental Health*.

In the psychological field, besides *Mental Health*, the library includes the outstanding films *Drug Addiction* and *Alcoholism*. Both these pictures approach their respective problems from the point of view of why as well as of showing what happens in each case.

(Continued on page 10A)

WINNING NATION-WIDE ACCLAIM

"The Childhood of Famous Americans Series"

in the special School Edition

The twenty volumes in this recognized and established series as published in the special *School Edition* on September 1, 1952, were received with immediate and popular acclaim in schools the country over. A total of fifty volumes will be available in the *School Edition* for shipment by February 1, as follows:

ABE LINCOLN
ABIGAIL ADAMS
*ALEC HAMILTON
*ALECK BELL
*AMELIA EARHART
*ANDY JACKSON
ANTHONY WAYNE
BEN FRANKLIN
BOOKER T. WASHINGTON
*BUFFALO BILL
*CLARA BARTON
*DANIEL BOONE
DAVID FARRAGUT
DAVY CROCKETT
DOLLY MADISON
ELI WHITNEY

*GEORGE CARVER
GEORGE WASHINGTON
HARRIET BEECHER STOWE
JAMES FENIMORE COOPER
*JANE ADDAMS
*JOHN PAUL JONES
JULIETTE LOW
*KIT CARSON
*LOU GEHRIG
*LOUISA ALCOTT
LUCRETIA MOTT
*LUTHER BURBANK
MARTHA WASHINGTON
MARY MAPES DODGE
MERIWETHER LEWIS
*MYLES STANDISH

OLIVER HAZARD PERRY
*PAUL REVERE
PETER STUYVESANT
*POCAHONTAS
ROBERT E. LEE
ROBERT FULTON
SAM HOUSTON
STEPHEN FOSTER
*TOM EDISON
TOM JEFFERSON
U. S. GRANT
WILLIAM PENN
WILL ROGERS
*WOODROW WILSON
*YOUNG AUDUBON
YOUNG STONEWALL

BIRD GIRL: SACAGAWEA

WILBUR AND ORVILLE WRIGHT

For the convenience of the thousands of schools which ordered the first twenty volumes, their titles are indicated by an asterisk. The *School Edition* program will be expanded gradually to include all Childhood titles now published or announced in the Trade Juvenile Edition, and thereafter to include new volumes from year to year.

- Attractive cover, two-color stamping, colored endsheets
- Side-sewed, reinforced binding. Washable cloth
- Grade 4 and up. Popular usage extends to senior high level.
- "Low-vocabulary-level, wide-interest-range content"
- Distinctive children's literature. Favorite story volumes
- Areas of "experience" living, social studies, Americanization, etc.
- For "personal" reading. Volumes are "read, loved, reread."
- Per volume—List Price, \$1.48; Net School Price, \$1.11, f.o.b. publisher

In correspondence and on orders, please specify *School Edition*. Feel free to request descriptive literature and order blank in quantities.

THE BOBBS-MERRILL COMPANY, INC.

730 North Meridian Street
Indianapolis 7, Ind.

468 Fourth Avenue
New York 16, N. Y.

MEET YOUR VICTOR DISTRIBUTOR

SALES AND SERVICE ACROSS THE NATION

ALABAMA
Birmingham — Standard School Service

ARIZONA
Phoenix — PBSW Supply & Equip. Co.

ARKANSAS
Little Rock — Visual Aids, Inc.

CALIFORNIA
Hollywood and San Mateo — Coast Visual Education Co.

COLORADO
Denver — Colorado Visual Aids Supply Company

CONNECTICUT
Greenwich — Pix Film Service

FLORIDA
Jacksonville — Orben Pictures

GEORGIA
Atlanta — Colonial Films

ILLINOIS
Bloomington — Fried Audio-Visual Center
Chicago — Kilday Visual Education Service

INDIANA
Evansville — Audio-Visual Equipment Sales
Indianapolis — The W. H. Rodebeck Company
Pierceton — Lake-Land Educational Sales

IOWA
Davenport — Ryan Visual Aids Service
Dubuque — Modern Motion Picture Service

KANSAS
Wichita — Frank Bangs Company

KENTUCKY
Louisville — Hadden Films, Inc.

LOUISIANA
Alexandria — Stanley Projection Company

MARYLAND
Baltimore — Kunz Motion Picture Service, Inc.

MASSACHUSETTS
Boston — Hub Distributors, Inc.

MICHIGAN
Flint — Jensen, Inc.
Kalamazoo — Locke Films, Inc.

MINNESOTA
Duluth — National Equipment Company
Minneapolis — Elliott Film Company

MISSOURI
Chillicothe — B. R. Harris & Company
Kansas City — Mo-Kan Audio-Visual Service
St. Louis — Allied Visual Aids, Inc.

MONTANA
Butte — Williams Studio & Camera Shop

NEBRASKA
Omaha — United School Equipment Company
Scottsbluff — National Radio Company

NEW JERSEY
Ridgewood — Art Zeiler Company, Inc.

NEW MEXICO
Albuquerque — Allied Supply Company

NEW YORK
Albany — Hallenbeck & Riley
Brooklyn — Fisher Studio, Inc.
Buffalo — Renner Motion Picture Service
Syracuse — Francis Hendricks Company, Inc.
Yonkers — Ideal Motion Picture Service

NORTH CAROLINA
Raleigh — National School Supply Company, Inc.

NORTH DAKOTA
Bismarck — Rued School Service
Jamestown — Mr. P. A. Rued

OHIO
Cincinnati — Hadden Films, Inc.
Cleveland — Sunray Films, Inc.
Dayton — York Sound Equipment Company

OKLAHOMA
Oklahoma City — Vaseco, Inc.

OREGON
Portland — Northern School Supply Company

PENNSYLVANIA
Harrisburg — J. P. Lilley & Son
Hawthorne — Mr. B. E. George
Philadelphia — Kunz Motion Picture Service, Inc.
Scranton — Kunz Motion Picture Service, Inc.

SOUTH CAROLINA
Columbia — The R. L. Bryan Company

SOUTH DAKOTA
Sioux Falls — Lynn's

TENNESSEE
Knoxville — Mr. Frank L. Rouser

Memphis — Rent-A-Movie Corporation

TEXAS
Dallas — George H. Mitchell Company
Harlingen — South Texas Visual Service
Houston — Texas Educational Aids
San Antonio — Donald L. Smith Company

UTAH
Salt Lake City — Eckers' Projection Sales

VIRGINIA
Bristol — Belew Films
Richmond — National School Supply Company, Inc.

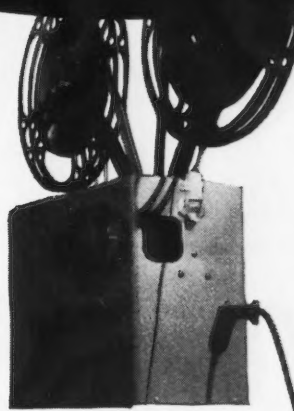
WASHINGTON
Seattle — Northern School Supply Company
Spokane — Northern School Supply Company

WEST VIRGINIA
Morgantown — Harry L. Barr Organization

WISCONSIN
Milwaukee — R. H. Flath Company



WORLD'S FINEST 16mm SALES AND SERVICE ORGANIZATION



When you buy Victor 16mm motion picture projectors you get more than quality equipment. Victor distributors and representatives with years of experience are prepared to serve you continually by offering professional advice and dependable service facilities. No other manufacturer of 16mm Sound Projectors can show such long-standing association and respect from so large a sales-service organization.

VICTOR
ANIMATOGRAPH CORPORATION

DAVENPORT, IOWA

Branch Offices in New York and Chicago

QUALITY MOTION PICTURE EQUIPMENT SINCE 1910

SALES AND SERVICE REPRESENTATIVES IN THESE COUNTRIES

CANADA
Regina — General Films Ltd.
Branch Offices in Edmonton, Moncton, Montreal, St. John's, Toronto, Vancouver and Winnipeg.

MEXICO
Mexico, D. F. — H. Steele & Co., S. A.
Branches throughout Mexico.

Arabia	Iran
Argentina	Israel
Australia	Italy
Bechuanaland	Japan
Belgian Congo	Kenya Colony
Belgium	Lebanon
Bolivia	Mozambique
Brazil	Netherlands East Indies
Burma	Netherlands West Indies
Canal Zone	New Zealand
Chile	Newfoundland
Colombia	Nicaragua
Cuba	Northern Rhodesia
Cyprus	Norway
Ecuador	Nyasland
El Salvador	Pakistan
England	Peru
France	Philippine Islands
Guam	Portuguese East Africa
Guatemala	Puerto Rico
Haiti	Siam
Hawaii	Southern Rhodesia
Honduras	Spain
Iceland	Switzerland
India	Turkey
	Venezuela

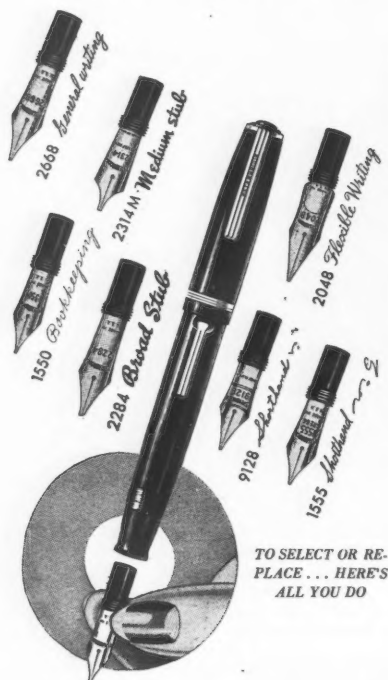
Victor 16mm Projectors are also manufactured in London, England, and Melbourne, Australia.

Encourage better writing this easy way

Esterbrook Pens encourage better handwriting—neater, clearer, more legible writing—because they let the student choose precisely the right point for the way he writes . . . the right point for the system you teach.

In addition, Esterbrook is a very practical student pen. The cost is modest. And, in case of damage, the point can be instantly and inexpensively replaced at any pen counter.

THE RIGHT POINT FOR THE WAY YOU WRITE



TO SELECT OR REPLACE . . . HERE'S ALL YOU DO

Esterbrook®
FOUNTAIN PEN

Audio-Visual Aids

(Continued from page 8A)

This is another demonstration of how film can telescope time to show motivations. This function is also shown in the EBF child development series. In these films, the how and why of behavior patterns is shown as they are established.

Other films include first aid subjects, nursing and home nursing, fundamentals of diet, and care of various parts of the body for better health.

The first film of a new series dissecting the importance of discussion in a democracy is also being released.

Room for Discussion, the first of the series, examines the nature and function of discussion in both its personal aspects and in its broader group aspects. The film opens with a quotation from Woodrow Wilson which summarizes the purpose of the entire series:

"The whole purpose of democracy is that we may hold counsel with one another, so as not to depend upon the consideration of one man, but to depend upon the counsel of all. For only as men are brought into counsel and state their own needs and interest, can the general interest of a great people be compounded into a policy suitable to all."

Levels of discussion in personal life, in economic life, and in social life are made explicit through dramatic episodes. A youth

deciding on college, a management-union discussion, a social discussion of public issues are part of the dramatic action.

Despite the fact that *Room for Discussion*—as well as the series—was designed primarily to assist in promoting, organizing, and conducting discussion groups, it makes a major contribution to other fields. Existing groups in office and schools which are interested in analyzing their techniques and operations will find a great deal of useful material in these films.

This includes conference work, committees, and in fact any situation where intragroup relations are involved. Such organizations as industrial training programs, parent-teacher groups, farm groups, or university extension divisions will find these films make a highly significant contribution to their work.

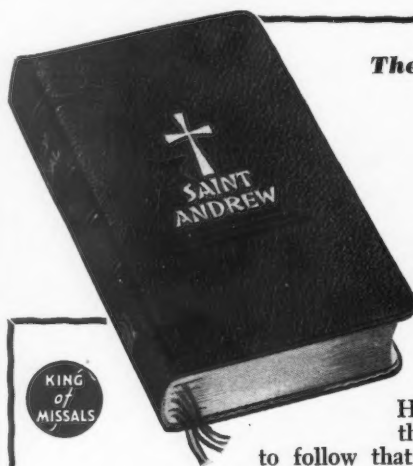
At the college level, the films set patterns for seminars, and discussion groups throughout the curriculum. They are useful in introducing students to the formal organization of discussion.

CORONET FILMS

Coronet Films, 65 E. South Water Street, Chicago 1, Ill., has added six new films to be released in December. They are:

Japan: The Land and the People

(1 reel, sound, color) or B & W. The modern island nation, small, mountainous,
(Concluded on page 28A)



The simple and effective way
to teach the Mass

SAINT ANDREW DAILY MISSAL

By Dom Gaspar Lefebvre, O.S.B.

Beautifully illustrated . . . enriched with historical notes and brief lives of the saints . . . accurately translated . . . the ideal tool for teaching the meaning of the Mass.

Here is an arrangement of the Missal that is so simple, so logical, and so easy to follow that you will have no difficulty teaching your students to follow the priest at the Great Sacrifice.

The Gift of Gifts . . . give SAINT ANDREW DAILY MISSAL and you give a gift for every day of the year.

PRICES: O-R—Black skiver grained imitation leather, red edges, \$3.75; 1-R—Imitation leather, dull finish, Colonial grain, burnished red edges, \$6.25; 1½-R—Imitation leather, dull finish, Colonial grain, red under gold edges, \$7.40; 2-R—Genuine leather, levant grain, red under gold edges, \$9.50; 5¼-R—Genuine Morocco, pearl grain, burnished red edges, \$10.00; 5-R—Genuine Morocco, pearl grain, red under gold edges, \$11.00; 5-HR—Genuine Morocco, pin grain, leather lined, very flexible, red under gold edges, \$13.50; 6-HR—Genuine Morocco, pearl grain, leather lined, very flexible, red under gold edges, colors: red, blue, green, brown, \$16.00.

Discounts to clergy and religious. Write for free illustrated brochure No. 52CSJ12.

Order from your favorite Catholic book store or:

The E. M. Lohmann Co.

413-415-417 Sibley Street,
St. Paul 1, Minnesota



Remarkable new table makes classroom space doubly useful!



Provides machines for two students, work space for two more. No need for a separate row of cabinets. The new SINGER Table makes it possible, even in limited space, to have two machines (full-sized, smooth-stitching SINGER Machines) for every four students. Above: Tables ready for use in classroom of sewing teacher Marie C. Hughes at Battin High School, Elizabeth, N. J.



Converts to a smooth-surface work table in a jiffy! No need to take up space (or expense) with separate cutting tables. Simply lower machines into the SINGER* Table—slip removable panels back into place—and you have a smooth, continuous cutting and work surface. Specially useful if your room has to be used for other classes, or as a study hall.

The new SINGER Combination Sewing and Cutting Table

Designed to meet the special requirements of sewing classrooms!

The new SINGER Table was developed specifically for schools at the suggestion of Dr. Anna M. Dooley, representing the New York City Board of Education. It has every de luxe feature to make your classroom more efficient, your teaching easier!

- 5-ply construction. Durable Masonite top. Solid birch legs.
- 4 handy drawers.

- Built-in knee levers.
- Dustproof shields which completely enclose machines when they are lowered into table.
- Tamper-proof locks on panels.
- Provision for adding automatic switch to cut off power when machines are lowered.
- Size 60" x 42" x 30".

Available—with any of the 3 regular SINGER* Sewing Machine classroom heads—at a special school discount.



*** DON'T BE MISLED!** SINGER sells and services its products only through SINGER SEWING CENTERS, identified by the Red "S" Trade Mark on the window, and listed in your classified telephone directory only under SINGER SEWING MACHINE COMPANY.

Free Folder on Request. SINGER will send you, or any member of your Home Economics Department, a folder giving complete specifications of the table and suggested classroom layouts. Just mail this coupon.

SINGER SEWING MACHINE CO.
Educational Dept., 149 Broadway, New York 6, N. Y.

Please send folder giving details about Combination Sewing and Cutting Table, and showing suggested classroom layouts.

Name _____
Position _____
School _____ County _____
Street _____
City _____ Zone _____ State _____

SINGER SEWING CENTERS

THERE'S ONE NEAR YOUR SCHOOL

*A Trade Mark of THE SINGER MANUFACTURING COMPANY.

Copyright, U.S.A., 1952, by THE SINGER MANUFACTURING COMPANY. All rights reserved for all countries.

A New United States History Series**LAND OF OUR LADY SERIES****for Catholic Schools — Grades 4 to 8**

under the editorial direction and supervision of the following outstanding educators:

Rev. Timothy F. O'Leary, Ph.D., Editor in Chief; Sister M. Veronica, S.P.B.V., M.A., Assistant Editor-in-Chief; Rt. Rev. Msgr. Clarence E. Elwell, Ph.D., Co-Editor; and Rev. Patrick J. Roche, Ph.D., Co-Editor.

COMPLETE TEACHING AIDS:

1. Based on the Unit plan, the style of presentation of each text is simple, direct, and easily comprehended by students of the grade for which it is designed. This in itself eliminates much of the burden of teaching.
2. Ample Testing material, study exercises, and pupil activities are provided at the end of each chapter and unit in every book. This material serves not only to lighten the teacher's work, but helps in fixing in the minds of the students the salient features of each chapter.
3. Unit outlines are provided at the beginning of each unit followed by unit previews. Each chapter contains its own chapter preview.
4. Illustrations in color and black-and-white, together with pictorial charts, time-lines, and easy-to-follow maps are co-ordinated with the material of the text.
5. Complete teachers' manuals are provided for each book of the series. These manuals give the teacher a complete method of presenting each chapter, thus reducing to a minimum the time necessary in preparing the lesson. Teachers' manuals also contain complete keys for testing material and study exercises contained in the texts.

Now ready—The First book of This Series**BEARERS OF FREEDOM**

By Sister M. Veronica, S.P.B.V.

for the intermediate grades. 384 pages, 70 illustrations, printed in 3 colors. 5 full-page maps printed in 4 colors. Net to schools, \$1.74

The next book to be published will be GUARDIAN OF FREEDOM, for the upper grades. This will be ready for the Spring Term, 1953. The other three books of the LAND OF OUR LADY series are now in preparation and will be ready in 1953.

BIBLE HISTORY**JOHNSON BIBLE AND CHURCH HISTORY SERIES**

A complete course for Elementary Schools

By Right Rev. Msgr. George Johnson, Ph.D., Rev. Jerome D. Hannan, D.D., Sr. M. Dominica, O.S.U., Ph.D.

The Bible Story (Grades 3-4)	256 pp., colored illustrations.....	\$1.44
Bible History (Grades 5-6)	576 pp., illustrated.....	1.59
The Story of the Church (Grades 7-8)	503 pp., illustrated.....	1.80
Church History Tests (For use with "The Story of the Church")84

GILMOUR BIBLE HISTORY SERIES

A complete course for Elementary Schools

By Rt. Rev. Richard Gilmour

Bible Stories (Lower Grades)	106 pp., illustrated.....	cloth .60
Gilmour's Bible History (Upper Grades)	352 pp., illustrated.....	cloth 1.02

**HIGH SCHOOL TEXTS
LAUX RELIGION COURSE**

A 4-volume Series Covering the 4 Years of High School

By Rev. John Laux, M.A.

Part 1—The Chief Truths of Faith (1st Year)	paper cover.....	.63
Part 2—The Means of Grace (2nd Year)	paper cover.....	.63
Part 3—Christian Moral (3rd Year)	paper cover.....	.72
Part 4—Christianity and the Church (4th Year)	paper cover.....	.72

CHURCH HISTORY

By Rev. John Laux, M.A.

A Complete History of the Catholic Church to the Present Day, with 125 illustrations, 8 maps, summaries and tables. It contains many excerpts from Fathers and Doctors of the Church and from the various councils. Net \$2.16

INTRODUCTION TO THE BIBLE

By Rev. John Laux, M.A.

The author treats of the Nature, Origin and Purpose of the Bible. He points out the Bible's literary and poetic excellence. He analyzes each book, gives an account of its author and presents the most interesting portion for the students reading. Each chapter is concluded by suggestions for study, including projects and questions. Net \$1.47

BENZIGER BROTHERS, Inc.

6-8 BARCLAY STREET NEW YORK 8, N. Y.

Telephone: ALgonquin 4-3053

BOSTON 10 • CHICAGO 6 • CINCINNATI 1 • SAN FRANCISCO 3

Just Published . . .**BRITISH AUTHORS
BEFORE 1800**Edited by Stanley J. Kunitz
and

Howard Haycraft

650 Biographies • 220 Portraits
584 Pages • \$6.00

This welcome addition to the "Wilson Author Books" presents in concise and convenient form pertinent biographical and critical information about the literary great, and near great, of an earlier day. Aneurin, the Welsh poet who flourished about 600, is the earliest named in the book. Many, however, will be more familiar with Boswell, Burke, Burns, Chaucer, Gibbon, Gray, Milton, Pepys, Shakespeare, Smith, Steele, Sterne, and Walton to mention only a few.

The 650 sketches range in length from 300 to 1500 words, roughly proportionate to the importance of the subject. A list of the principal works of each author, with publication date, accompanies each biography, as does a list of source material for further study. This valuable reference work recalls the times and lives of many whose impress on today's thinking and writing can still be traced.

Other Titles in the "Author Series":**AMERICAN AUTHORS
1600-1900**846 pages 1938 \$5.00
1320 biographies
400 portraits
(3rd printing 1948)**BRITISH AUTHORS OF
THE NINETEENTH
CENTURY**697 pages 1936 \$5.00
1000 biographies
350 portraits
(3rd printing 1950)**TWENTIETH CENTURY
AUTHORS**1587 pages 1942
\$8.50
1850 biographies
1700 portraits
(3rd printing 1950)**THE JUNIOR BOOK
OF AUTHORS**309 pages
Completely revised 1951
289 biographies
232 portraits
(2nd printing 1952)
\$3.50**THE H. W. WILSON COMPANY**

950-972 University Avenue

New York 52, N. Y.

HEATH *texts for high school modern languages*

DALE AND DALE
Cours élémentaire de français
Cours moyen de français
Record Album

DENOEU
Fluent French

HUEBENER AND NEUSCHATZ
Parlez-vous français? Revised

HUEBENER
Oui, je parle français!

SWITZER, WOOLSEY, HARRISON, & CASIS

Pasos por el mundo español
Books One and Two

PITTARO AND GREEN
Curso moderno de español
Primer curso de español
Segundo curso de español

GUYER AND UGARTE
Pláticas y temas

TURK AND ALLEN
El español al día
Books One and Two
Record Album

HUEBENER AND NEWMARK
A First Course in German
A Second Course in German (in press)

RUSSO
First Year Italian
Second Year Italian

ROSE
Flieszend Deutsch

CIOFFARI
Italian Review Grammar

D. C. Heath
and Company


Sales Offices: NEW YORK
CHICAGO SAN FRANCISCO
ATLANTA DALLAS
Home Office: BOSTON

Write to the sales office nearest you for a copy of the *What to Use* booklet in French, Spanish, German, or Italian to see Heath's list of grammars, readers, and supplementary materials in the modern languages.

Warp's REVIEW-WORKBOOKS
FOR
TEACHERS AND PUPILS

PROVED BY ACTUAL USE

The value of Warp's Review-Workbooks to you and your pupils has been proved by actual use in thousands of good school systems throughout the country. If you have used these books, you know how helpful they are; if not, why not let them help you as they have helped thousands of others?


WARP'S REVIEW-WORKBOOKS

For fifth, sixth, seventh, and eighth grades

Civics	Science	English Composition
History	Nature Study	Language
Geography	Health	Grammar
Arithmetic	Physiology	Reading and Literature
Agriculture	Music	Spelling

Write for Free Catalog

WARP PUBLISHING COMPANY MINDEN
NEBRASKA

The New Easy Way to GOOD HANDWRITING

A progressive plan for the child each year, from simple printing in the first grade to cursive writing in the eighth grade.



CORRELATION IN HANDWRITING

By Frank N. Freeman, Ph.D.

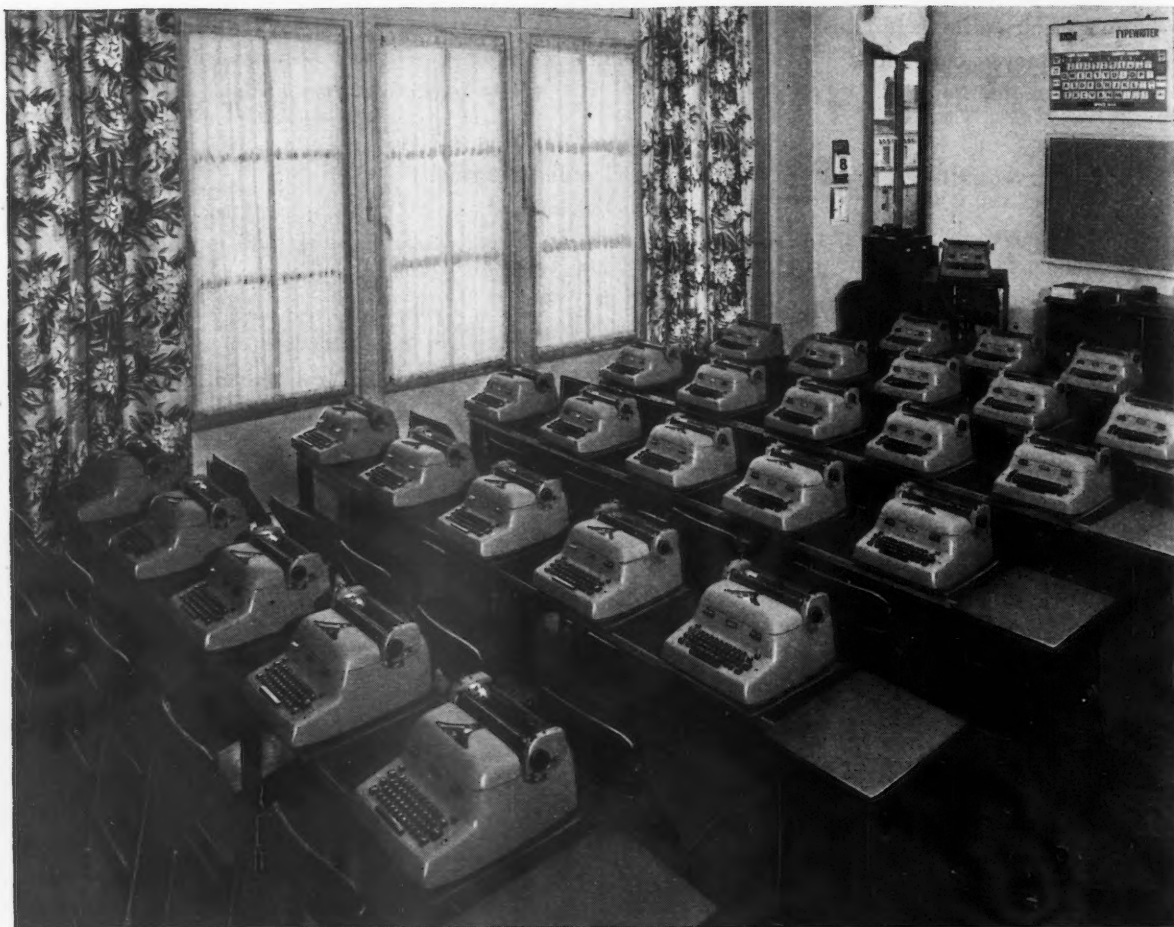
- ✓ Scientifically selected vocabulary at each learning level
- ✓ Psychologically adapted to a child's other activities
- ✓ Attractively presented

Write for free information to —

THE ZANER-BLOSER CO.

612 NORTH PARK STREET • Dept. C • COLUMBUS 8, OHIO

Perfect Setting



...for Producing Skilled Typists

More and more schools the country over are turning to IBM Electric Typewriters to help them produce skilled typists. Teachers have proved, time after time, that students learn to type *more quickly and with greater accuracy* on IBMs.

The Washington School for Secretaries in New York City, shown above, is one of many schools now providing superior learning opportunities on the finest of all electric typewriters.

For the full story, write IBM today.

INTERNATIONAL BUSINESS MACHINES

IBM
TRADE MARK

Electric Typewriters
"The Teaching Typewriter"

IBM, Dept. CA-11
590 Madison Ave., New York 22, N. Y.

- ☐ Please send booklet, "Electric Typewriters in Education," and latest classroom results.
☐ We'd like to see your full-color sound movie, "Electric Typing Time," on _____ (date)

Name _____

School _____

Address _____

City _____ State _____

The CATHOLIC SCHOOL JOURNAL

Vol. 52

DECEMBER, 1952

No. 10

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

*Sister M. Pauline, Ad.PP.S.**

MANY Catholic schools are working out systems of student participation in government, and some have had such systems in operation for decades. Yet there are many schools whose administrators are rejecting or limiting severely student council and other quasi-governmental student organizations as not compatible with the Catholic position, and the needs of present-day high school boys and girls. After all, as one very zealous high school Sister said, the Catholic Church is well centralized, with steps of authority; and it is obedience that makes the Church what it is. Others cry that they are producing leaders, but where do such leaders take their following?

It is true that adolescents are insecure and at times reckless drivers of that most high-powered of creature vehicles, the human will. Yet the idea of student participation should not be put aside lightly. After all, to govern one's own actions is as heady a thrill as to drive a shiny new convertible. And because hot-rods in the moral life are even more dangerous than hot-rods on the highway, adolescents must be educated to an appreciation of their freedom and its proper use. To undertake the exercise of freedom when reaching maturity without previous practice according to true principles concerning the dignity and destiny of a human person would be dangerous indeed.

What Is Student Participation?

Two decades ago the term "student self-government" was popular. That term has been dropped, with good reason, not only

in Catholic circles where it was always viewed with some suspicion, but also in public schools. As E. E. Tompkins wrote in *School Activities* last year, there can be no such thing as student self-government, because the principal and teachers cannot give up their responsibility for the school. The more acceptable term today is "student participation in self-government."

The reason for the change is obvious. Many of the more grievous difficulties that have arisen in student council activities have been caused by a clouding of the true concept of authority. It is important, then, that student participation be limited to activities or steps in any activity which principals can in conscience allow pupils to control.

There is no use, however, to limit student participation so much that student council or student auxiliaries are merely official errand boys. Some control must be transferred or the terms are meaningless. None of the values claimed for student participation in government follow from the technique shown in the famous bulletin board announcement: "All the seniors will please *volunteer* to clean up the gymnasium at once."

Student participation, then, is defined as a clearly delimited sharing of control over certain nonadministrative and nonmagisterial areas of school life. To be successful, the sharing must be based on a clear understanding of the irremovable authority of God reflected in parents and teachers, and in the bishop who is the official teacher from God for his whole diocese.

This authority, it stands to reason, must be exercised as God Himself exercises authority, with full respect for the free

will He has created. In ordinary details of everyday school life there should be recognition of the adolescent's growing power to think right thoughts and freely to will their application. Where possible without danger to students or school, boys and girls should be expected to formulate and work for the success of plans of their own in fields where there is room for opinion. This is not replacing teaching with disorder, but is itself a method of teaching. Such a method requires complete co-operation from the entire faculty. But the effect is well worth the effort.

Function of the Student Council

In many schools the student council and co-operating student organizations help exercise discipline in nonmoral matters, organize assembly programs, and manage all-school, fund-raising, or other campaigns. More fruitful areas for student activity, though fewer schools have attempted them, are a share in school planning, campaigns to improve school spirit or courtesy or other social virtues, a program to deepen interest in the more valuable school subjects or opportunities, a conscious share in bettering the school's public relations, safety drives, and an effort to increase civic-mindedness among the students. Other possible projects are to publish a handbook, to undertake to reduce the number of dropouts, plan youth meetings, improve attendance, campaign for a safe and sane Halloween.

We could never endorse on the high school level, where pupils are still in the formative years of adolescence, any illusion of self-government that included choosing or judging the faculty, determin-

*St. Teresa Academy, 25th St. & Ridge Ave., East St. Louis, Ill.

ing the curriculum, and the like, since these decisions are simply beyond either student ability or student jurisdiction.

A Student-Participation Setup

Specific help in setting up student participation is readily available in the public school magazines, since the actual working setup of some of the 18,000 or more councils now in operation in public high schools has been reported.¹ Some very fine systems are also in operation in Catholic high schools, and the following is a composite of several described by teachers who have helped to launch them.

Our composite school of four hundred boys and girls has twelve home rooms, three in each high school class. The senior home rooms meet as a class unit to nominate potential student council officials. Practice varies; however, the limitation of power to nominate to upperclassmen, if done, is defended on the basis of the previous practice older students have had in the difficult business of picking good leaders. The principal may reserve the right to veto a nomination, when the student council is new; later, if possible, such guidance should become indirect, or be in terms of qualifications demanded rather than individual students barred by veto. A faculty-fixed slate of candidates for office is not ideal for purposes of student government. But experience shows that it is better to retain the veto power over candidates openly until the authorities are sure the students understand leadership qualities and will choose according to them than to give the right of nomination only to take it away again by an unscheduled exercise of veto power.

After nominations to the student offices, it is usual to have campaign speeches elaborating a definite program which the nominees promise to undertake if elected. The campaign promises are heard and weighed by the entire student body either in open convention of the whole school, or in the home rooms.

The voting in some schools is on a single ballot, with the pupil receiving the highest number of votes becoming president, the next vice-president, and so on; in this way no leaders will be kept from a lower office because running for a higher one. However, if plenty of good leader material is available, or if time permits, separate balloting, the more traditional way of voting for each office by name may be continued. In smaller schools one officer is elected

A COLLOQUY

Sister Straw:

Dear Brother Wind, you always were so kind

To me, your little Sister Straw:
On sultry days, you ever blew me off
To shady nook beside a sparkling brook.
On balmy days, you cycled me
Among the pungent pines and aromatic shrubs.

Today — on this cold wintry day —
You wheel me on relentlessly
O'er endless icy stretches
To this deserted stable.
Has your great love for me
Been turned to utter disregard?

Brother Wind:

Ah! no, dear Sister Straw;
Contrariwise, to prove my love for you
I have contrived that from among ten
million straws

You are a Chosen One:

One of the favored few

Selected for a service quite unique:

To bed the Son of God in His poor
manger crib.

This very night will His blest Mother
mild

Her first-born Son lay gently on this bed
of straw.

Sister Straw:

Oh, thanks! Sincerest thanks, dear

Brother Wind,

Not only for the privilege

That you for me procured;

But also for the lesson

That you have taught me now:

That many seeming evils

Are blessings in disguise.

— *Sister Mary Florence, S.N.D.**

*Notre Dame Academy, 1111 West Bancroft St., Toledo 6, Ohio.

in this way, and the rest of the officers are elected by the council itself.

A student council is formed of the officers thus elected and of home-room representatives, editors of school publications, presidents of school clubs, Sodality prefect, and chairmen of standing committees. Some high school administrators feel that the practice in leadership may be spread over more students if, instead of the heads of organizations having an *ex officio* place on the council, each organization elect a representative to the council. In any case, factors such as the size of the school and the number of clubs must be considered. Our composite school of four hundred would probably furnish too large a group for efficient planning, and so, in many cases, the officers of the council and a limited number of other major officers (such as the Sodality prefect) may

form a central council, with the other members forming an advisory council.

Meetings, usually biweekly, of the student council are reported to the next morning's home-room session by the home-room representatives. Thus the entire student body has an opportunity to discuss plans and learn what is expected of them in the particular business at hand. There is further expression of opinion, with guidance by home-room teachers when this is necessary or helpful; in this way the student body and the council remain in close contact.

In schools depending on bus service sufficient time is not always available for planning with the officers (under the guidance of principal or faculty adviser) and for full discussion and campaigning in the home rooms. Some principals, convinced of the teaching value of a live student participation program, simply take one of the regular class periods when necessary, rotating so that the same hour is not omitted too frequently.

Two-way traffic of ideas between student officials and student body is gained in larger schools by a student council mailbox and student council bulletin.

Difficulties of Student Participation

The following comments taken from an informal survey of high school teachers' opinion express some of the "cons" of student participation. Asked, "What dangers, limitations, or disadvantages do you see in student government?" a Sister answered: "The danger of the students' coming to believe, as happened in our school, that they can run *everything*; and that what the forum says goes, whether the faculty approves or not."

Another felt that "a leader is a leader when he has shown that he himself can be led. There is far too much usurpation of parental and school authority as it is."

Other teachers pointed out pomposity of student "leaders"; incorrect transfer of self-autonomy into home and curricular areas, with resultant friction with legitimate authority in home and school; bullying of the group by a student clique instead of rule by the faculty.

A Brother, a hearty believer in student government, notes: "Immature judgment, lack of prudence, jealousy, laziness, and other characteristics of youth will always be handicaps to self-government in high school. However, the dangers, limitations, and disadvantages should not deter us from attempting to do the best we can. Often it is much easier to do something yourself than to have a student do it, but it isn't always the best thing for the students."

¹A typical description of this kind is that of G. W. Castka, "School General Organization and Democratic Citizenship," in *School Activities*, 21:297-298 (May, 1950), reprinted in the *National Association of Secondary School Principals' Bulletin*, 35:101-105 (May, 1951).

Examination of the above-listed difficulties certainly shows that to sponsor student participation is not easy. But it does not condemn such sponsorship as unwise. It merely emphasizes a truth we should never forget, that no method, no equipment, no textbook, can ever relieve us of our personal task of exerting influence on human wills "with all the patience of a teacher," as St. Paul said. A school is a place where mature personalities influence immature ones. In student self-government, as one teacher remarked, "anything is possible if the sponsor is holy enough."

Educational Values of Participation

Why should we take this difficult and time-consuming approach to character training in high school? The basic reason would seem to be the very difficulty of the task. For if human freedom is so hard to use wisely, and yet by the ordination of God we all must use it, the task of learning how to handle one's own will is surely deserving of professional time and effort.

Specific values that Catholic high school teachers see in the student sharing of school responsibilities include:

Practice in planning and organization.

Responsibility, including the bearing of the brunt of failure, even financial failure.

Loyalty and the reduction of criticism, arising from better rapport between faculty and students, deeper interest in and appreciation of the Catholic school, and more adequate guidance.

Not only community-mindedness, but the necessary citizenship techniques to implement it — taking active part in campaigns, elections, floor discussion.

Practical Recommendations

Before finally undertaking student participation, principal, adviser-to-be, and faculty will want to study and plan carefully. Perhaps all that has been said in this article may be pivoted in a few basic principles which the whole faculty must accept and successfully get across to the student body that is going to be asked to participate actively in student affairs:

The mature human personality (one able freely to choose good) is the most sacred of created things. Its education is worth any price.

All learning is self-learning (*cf.* St. Thomas, *De magistro*); the teacher is a catalyst, a guide to inspire self-action, correct it when it is wrong, reward it with approval when it is right, thus encouraging further attempts.

Divine authority demands docile submission, but many areas of human life are matters of choice, and in a totalitarian age it is particularly important to make sure that such areas will not be controlled by wrong influences on students who are too passive.

Once the principles are established (as, theoretically, they already are in every Catholic school) there are some practical preliminaries to adoption of student par-

ticipation. A semester or year of preparatory discussions will build up practical appreciation in the students of what student participation can do for them. Principal and faculty will decide what problems can be entrusted to the students.

Indirect guidance technique, with sufficient trust on the part of both students and faculty, will insure harmony. Young people are enthusiastic, but inexperienced, and so should be made to understand that their ideas may at times be imprudent or unwise, and that even in designated "student council areas" a good leader will take advice. Teachers tend to be perfectionists, but should concede that it may be better to have students make mistakes now and then than for clocklike maidenly precision to prevail. Machines, they should remember, often run more smoothly than men, but would they prefer machines to men?

A definite program of home-room guidance in which the leadership qualifications are taught is necessary before trusting students with elections. Most high school teachers know how much "date rating" and other characteristics not *apropos* to the situation influence student votes.

If, in consideration of all the material presented on the subject, faculty members are willing to sacrifice the artificiality of the formal garden for a more spontaneous though less predictable growth in human responsibility, the student council wisely conducted would seem to hold definite value for Catholic high schools.

Teaching the Visually Handicapped

*Sister M. Jamesine, O.S.U.**

MEMBERS of human society enjoy certain basic political, social, and human rights, among the last being the right to function at a maximum level of personal satisfaction and social usefulness. The visually handicapped as well as the normally sighted have the right to as healthy a body as is humanly possible for them to have; they have the right to an education which is adapted to their needs and in accord with their religious beliefs; they have the right to social equality with sighted beings, and the right to economic independence which is a blackout of fear and want. These rights and many others

which flow from human nature itself should insure the position of the visually handicapped in society and enable them to establish themselves successfully therein.

The attitude of Christian society toward the handicapped includes a deeper aspect. Human beings have an intrinsic dignity which is a thing apart from any consideration of defect, enfeeblement, repulsiveness, or handicap. Human dignity is a precious privilege and a tremendous trust tabernacled within all men without exception, a quality inherent in man by his very nature. This is the cardinal principal underlying the Christian attitude toward the handicapped.

How are educators to apply these prin-

ciples? We must recognize the visually handicapped child as the subject of certain rights and realize in what measure it is our duty to aid him in the attainment of those rights. As Catholic educators we go a step further and claim our specific duty, namely our obligation to provide a Catholic education for all our Catholic children including the handicapped. Their right to an education adapted to their needs and in accord with their religious beliefs obviously implies the duty on our part to supply that education. In many instances we have had to turn away the handicapped, not because they cannot do the work but because the work has not been adjusted to their needs, not because they cannot reach our goal but

*Sight-Saving Class, Our Mother of Sorrows School, 774 Eastern Parkway, Louisville 8, Ky.



Scenes in the Sight Saving Class. The tape recorder, pictures, textbooks in clear type, large chalk, pencils with dark lead, green chalkboards, and bulletin typewriters are some of the features.

because the goal has not been placed within their reach.

The Visually Handicapped Child

The term, *visually handicapped*, includes two specific groups, namely the *blind* and the *partially seeing*. Here we are considering the partially seeing child, who, with the aid of suitable facilities and proper medical care is capable of gaining much knowledge through the channel of vision. The educational needs of the partially seeing child differ from those of the blind who must substitute the sense of touch for that of sight, whereas the partially seeing child still has the sense of sight. More specifically, the partially seeing child, educationally speaking, is the pupil whose vision is impaired to the point where his limitation may retard his regular grade progress or his vision become further impaired by the use of regular grade equipment. Children falling into this category are those whose visual acuity ranges between 20/70 and 20/200 in the better eye after all medical and optical care has been provided. Others included in this group are those with progressive eye difficulties or diseases which seriously affect vision. Children who are recovering from eye injuries and operations may also need special educational and psychological help for a period of time. Ultimately, any child who in the opinion of the ophthalmologist needs particular training because of his difficulty should be given consideration by the educational authorities according to the recommendations of the doctor.

It would be unreasonable to expect that the child with seriously impaired vision should or could take all class instruction with a normally visioned group under a regular classroom situation. Should we then draw the conclusion that the partially seeing child should be segregated in a group of his own kind to receive his education? This would be tantamount to adding handicap to handicap, for the partially seeing child is normal in all respects with the exception of his particular physical handicap. He should be enrolled in a class without sight difficulties on his own grade level and should take part in the regular curriculum and schedule whenever it is not of a nature to further endanger his vision. He should go to the sight-saving class and teacher only when those parts of the schedule that would overtax his visual capacity are engaged in by the class. At these times only and in the sight-saving room with special methods and equipment he will follow lessons similar in nature and content to those being held in the regular grade.

Need for a Sight-Saving Class

The idea that special educational facilities should be provided for the partially seeing child originated in Great Britain in the year 1902. This resulted in the establishment of the first sight-saving class in the world in London in 1908. The first venture to aid this group in the United States was attempted in Roxbury, Mass., in 1913, and later in the same year in Cleveland, Ohio. According to statistics

issued by the National Society for the Prevention of Blindness, April, 1952, there are at present 686 sight-saving classes in the United States, the territory of Hawaii, and the District of Columbia. Of this number *only three* are operated by parochial school systems. Great is the need for this type of special education in our schools. One out of every four hundred children has a visual defect which prevents him from taking advantage of many of the educational opportunities which are offered to normally seeing children. There are 50,000 visually handicapped children in the United States. Blindness is on the increase in America. In America alone 420 persons lose their sight every week making a round number of 22,000 per year. Medical authorities tell us that at least half of these cases could have been prevented if proper measures were taken in due time. One of the chief measures advocated by these same authorities is the organization of sight-saving classes for partially seeing children.

Due to lack of proper facilities in parochial schools many of our Catholic partially seeing children are registered in the sight-saving classes in public schools. In some of our schools teachers who are already overburdened with crowded classrooms and who are overtaxed with the multiplicity of details and activities connected with the curriculum, are struggling without the aid of necessary equipment and training, to give the partially seeing child the education which is his right. Obviously, this is an injustice to the teacher and to the child.

Objectives of the Sight-Saving Class

The *immediate* objective of the sight-saving class is to provide an education with the least possible eyestrain for the partially seeing child, to teach the child to use his eyes correctly and effectively. Sight saving does not mean nonuse but rather correct and effective use of the eyes and it is on this principle that the sight-saving program is based. This objective is reached through the use of special physical equipment and educational media geared to meet the needs of the child. A classroom well lighted naturally and artificially is the first step toward the fulfillment of this goal. Correctly printed textbooks in clear type, large chalk, pencils with dark lead, green chalk-

boards, bulletin typewriters, and sound devices are some of the major features taking prominence in relieving the eyestrain of the child. The use of craft materials furnishes eye rest periods for the child and at the same time develops the sense of touch and brings out the creative abilities of the child. Various teaching techniques also work toward this immediate objective, such as instruction by word, picture, posters, and the like on eye hygiene and the proper care of the eye.

The ultimate objective of this special class is to prepare the partially seeing child to take his place in the world among normally sighted beings, to teach him how to live in terms of happiness and accom-

plishment rather than failure and frustration, for ultimately, teaching our children how to live is the only genuine curriculum. The chief educational technique employed in the striving for this objective is a psychological one. While taking cognizance of the handicap and limitations of the child, the educator must chart and stress the child's assets, try to develop new assets in him, lead the child to dream a realistic dream of what he can do in spite of his handicap, and furthermore help him to actualize this dream. The standard of accomplishment for the handicapped must be measured not so much in terms of scholastic achievement as in terms of human adjustment.

Industrial Arts at Stepinac High School

*Rev. Marion Schuetz, C.S.V.**

A DREAM of the Cardinal Archbishop of New York became a realization in September, 1948, when Archbishop Stepinac High School opened its doors. Since its inception, the school has done everything possible to make even more realistic the well-earned title given to Francis Cardinal Spellman — "The Cardinal of Education." To further the objective of every Catholic student in a Catholic school, Archbishop Stepinac High School offers an efficient industrial-arts program. His Eminence entrusted the establishment, direction, and teaching of this department to the Viatorian Fathers and Brothers of Chicago, Ill., as this religious community has men who are specialists in the field of industrial arts.

Courses Offered

The first year that the school was in operation only freshmen and sophomore students were admitted and a general comprehensive shop course was instituted as the practical approach to the oncoming program. Now a student may take a major in the field of industrial arts or may take any of the courses as an elective. The following year, courses for the junior year students included general woodwork, general electricity, and general metalwork. Additional classroom space and equipment was necessary to permit seniors to continue in the field of industrial arts, cabinet-

making, photography, and radio electronics were added to the program schedule in 1951. This again called for added classroom space and great expenditures for the necessary equipment — all of which the diocese readily undertook because it understood the urgency of training our youth along these lines.

However, our efforts to give our youth of today that which they deserve did not end with the above because this present year has seen the addition of the student driver education course with both phases — classroom and car instruction. This course was made possible through the co-operation of the local AAA and the local Pontiac automobile dealer. Archbishop Stepinac High School thus becomes the first Catholic boys high school in the Archdiocese of New York to grant this much needed training to its students. This is a one-semester, one-half-credit course. For the present year only two class groups per semester are being permitted to enroll in the course, but we hope to extend this opportunity to many more students in the coming school year.

Editor's Note. Catholic school executives who are considering the introduction of industrial arts will be glad to know what other schools are doing in this field. Next month Father Coyne, O.S.A., will resume his series of articles with a discussion of "What Is Vocational Education?"

The main purpose of this course is to produce not only better drivers among our teen-age lads through lessons in safety, courtesy, and proper driver and pedestrian attitudes, but also so they may assist others in cutting down accident fatalities. The day seems not too far distant when this course will become as mandatory in our high school curriculums as English and mathematics are now. Its necessity is well recognized by state and school authorities. The 1951 accident statistics are well worth pondering in this regard. "Young men and women under 25 constitute about 15 per cent of the total of all drivers. Yet they must accept the blame for more than 25 per cent of 1951's fatal accidents and almost 21 per cent of the nonfatal accidents."¹ (These figures would not seem to include those large numbers of teen agers who are in the armed forces.) The time has come for school administrators to consider seriously their responsibility of making this a safer world in which to live. Stepinac, despite its youth in educational years, has joined in these ranks and invites others to join her and the other schools already having the safety programs in extending this opportunity to our American youth.

Not a Vocational School

Archbishop Stepinac High School operates under a liberal arts charter granted

*Chairman of Industrial Arts at Archbishop Stepinac High School, White Plains, N. Y.

¹The Travelers 1952 Book of Street and Highway Accident Data, p. 17.

by the New York Board of Regents and hence is not a vocational high school. Judging from the objectives under which our industrial-arts department operates, it becomes evident that our program is not a vocational one. Through the teaching of proper and appropriate attitudes, skills, and knowledge, we endeavor to train, through accomplishment on the part of the student, youth fitted to step into adult life the more and better equipped as trained consumers so that they may profit by and be profitable to our democratic way of life. The program thus gives evidence of having an exploratory characteristic—but we might add, exploratory in a somewhat directive sense. The student is permitted to choose his projects but must adapt them in accordance with processes being taught and in line with his own capabilities—the directiveness of the teacher enters the picture here. Also, allowance for individual differences must be taken into consideration and compensations made.

Complete Facilities

All the advantages of a shop library and planning center located within the shop area are at the disposal of the student. Numerous reference works, related materials, project plans, and drawing tables and equipment are there for his use. A written procedure of operations must accompany every working drawing of each individual project. This plan of procedure has been found to be educational, practical, and economical as to time, material, and the learning process. A tested and thorough knowledge of each piece of equipment to be used in the making of each project is a prerequisite before beginning the project. All of the above holds true whether the student be enrolled in courses in wood, metal, electricity, or photography.

The electronics course, which stresses the radio element, aims to equip the youth for advanced work in this field of endeavor. Although not taught from the vocational point of view, nevertheless, the air or purpose of the course may seem to produce the same as a vocational course in this subject due to the fact that once a student has completed the electronics course he is eligible for work and/or training as a technician. We must bear in mind that there are many similarities in the fields of industrial and vocational arts.

Correlation and Separation

It has been our aim to correlate the industrial-arts program as much as possible with the other work of the school. Numerous examples could be cited. For example, in our setup mechanical drawing

forms a separate department and at least one year of mechanical drawing is urged for all students registering for the industrial-arts program. Four years of drawing courses are available. Likewise, because of the similarities of the fields, the art and photography programs are interrelated as much as possible as well as the chemistry and photography courses. However, the industrial-arts program includes its own special applied (shop) mathematics course taught by a member of the industrial-arts staff. Our relationship with the physics department has developed into an advanced physics (electronics) class which is being taught in the electronics laboratory by the physics instructor. Another step in the correlation of departments has brought about courses in communicative arts (radio dramatics) taught by the staff of the Eng-

lish department. These classes are conducted in the well-equipped radio studio which is in itself a division of the electronics department. This radio broadcast equipment has made possible another element of training which is of great value to our present-day student.

Accomplishment

Even though the aim of our program is not to prepare the boy for a trade as such, nevertheless industry has willingly accepted our graduates, and their abilities to do the job had been evidence of the knowledge, skills, and attitudes acquired. We feel that the success of our program speaks for itself. At present, with an enrollment of approximately 1200 students, about 20 per cent are taking advantage of the industrial-arts program.

Grouping in Teaching Reading

Rev John A. O'Brien, Ph.D.*

THE balanced basic reading program is one in which *each child* gets an opportunity to grow in reading abilities and skills at a time when he is able to grasp the ideas and skills presented. A lesson may be fine for most of your third grade or your eighth grade and yet may be a complete waste of time for little Mary Ellen or big slow-moving John Joseph. It is a program in which a child may grow in the ability to *grasp ideas, relate them to one another* in various ways, and *use those ideas* in the light of reason and past learning.

Planned Vocabulary Growth

If a child is to grow in the ability to get ideas from the printed page, the teaching of reading must provide *vocabulary growth* which is *planned* and adequate, and not left to chance. The plan must provide both *exposure* to a large vocabulary of useful words and a scientifically worked out *word perception program* in which the child actually masters several different methods of attacking words—the use of *word-form clues*, *context clues*, the *structural analysis* of words, the *phonetic analysis* of words and syllables, and the *use of the dictionary* for getting word meanings, pronunciations, and spelling. With this method the child's *experience is utilized in helping him learn to read*, and as his progress warrants it, his *ability to read is utilized in helping him to broaden his experience*.

*University of Notre Dame, Notre Dame, Ind.

Variety of Material

The balanced basic reading program is one which opens the doorways of experience to a child by giving him groups of stories—used by the teacher as the core of units of reading experiences—which include all the types of reading material in the field of children's literature which are suitable to the interest level of the child. By the middle grades, the child whose reading program is balanced reads, in the course of a year, groups of stories in the areas of: (1) children's activities (the human-interest stories of the age level); (2) people of the past; (3) inventive science and discovery; (4) fancy and imagination; (5) people of other lands; (6) natural science; (7) biography; (8) child classics. For the past several years much emphasis has been placed on individual reading, on the individual development of the individual child's ability to perform. Certainly, every child *must gain his own strength and develop his own power in reading, yet our emphasis upon the individual has in some cases caused us to forget how much all of us as individuals depend upon others* for helping us shape our ideas and ways of thinking.

Groups Are Essential

The importance to a child of *working in groups* with others is so tremendous that we can only sympathize with the pupil who

learns reading from a private tutor. The grouping of children for reading instruction is carried on in different ways. Probably the largest single factor in guiding teachers in the administration of a grouping plan is the need of each child for a certain *measure of success*, both in his work and in his relations with those around him.

The idea of grouping children according to ability means to some teachers that one group is less desirable than another. Unless a teacher is convinced that the group in which the child is placed is the *best* group for him, she shouldn't have him there. And if it is the best group for him, she should never by word or deed give the impression that to be changed to another group would be a reward or punishment. Instead it is merely a change because what they are doing now might be more interesting to him. This *attitude of the teacher* in regard to *differences in pupil ability* is most vital in Catholic education. The cruelty to innocent children that goes on in the name of "ability grouping" is unspeakable! A teacher must *first convince herself* that whether a child learns to read his first reader in grade one or whether he learns to read it in grade two is of minor importance, compared to whether he learns to read it happily and confidently *sometime!*

Some children learn to *walk* later than others. By the time they're five or six, you never know it! Some learn to *talk* later than others. Some learn to *read* later than others. Providing all these learnings come along eventually, there is no reason why they must be looked upon as anything more than slight deviations which require a little adjustment at the time, but which need have no serious aftereffects. Dividing children in the primary grades into groups *along ability lines* is feasible during a fair part of the *basic reading time*, having them *move from group to group* as their changes in ability and need indicate a change in group. This *flexibility in groups* is essential, of course, if the spasmodic changes in pupils' progress are to be recognized.

Use One Basic Program

Flexibility in grade one, and to some extent in grades two and three, requires that *all groups be using the same basic reading program*. The *vocabulary* of a series of books is *progressive*, and a *sudden switching* from one basic program to *another* in the middle of grade one, for example, may cause the child to be *faced suddenly with 50 to 100 strange words* and very few familiar ones. Using a different series of books for each reading group, then, would freeze the groups, so that it would be easier to keep a child in a group that is moving too fast or too slow for him

MATTER OF PRECISION

Grace Stillman Minck*

No matter how harsh the duty
That falls to the lot of man,
There is always so much of beauty
In the very least of God's plan.
No matter how dark and lonely
The trail a man must go,
There is Light to guide him, only
He must raise his eyes to the glow.

*1211 Tenth St., Anacortes, Wash.

than to try to help him over the big hurdle of mastering a new vocabulary.

Principles of Grouping

How does our knowledge of the nature and characteristics of children determine what is done in the modern reading program? In the first three grades we generally have three ability groups in the classroom. Usually about 55 to 60 per cent of the class works at an average rate, about 30 per cent move at an accelerated pace, and about 10 to 15 per cent require a slower speed and more reteaching. Each group has its own background: (1) for reading and vocabulary introduction, (2) guided reading (both silent and oral) and discussion, (3) practice skill work taught in a group situation and practiced by the child in his

workbook, (4) activities, and supplementary and library reading.

When children get to be 9, 10, and 11 — when the opinion of the "gang" becomes more important than the opinion of either parent or teacher — it is highly essential that a child's *prestige with the other children* be guarded with more care than ever.

A simple three-group division of the class by abilities would probably not be desirable at this level, therefore, even if time permitted. Since primary teachers spend *most of their time* teaching reading and middle grade teachers *seldom have more than an hour a day for it* — some only 40 to 50 minutes — it would be impossible to have three completely separate reading groups anyway.

The handling of discussions and of grouping problems in your class is determined by an understanding of children of the ages you teach and an ever vigilant determination to remember that every child before you is important as a person — and that personal values must often take precedence over educational plans.

When these things go on in your class, in an atmosphere of warm friendliness and love, your program is based firmly on a knowledge of the needs and characteristics of your children. Your day-by-day and year-by-year program is developmental for every child, and your procedures are centered upon each pupil's personal development as a child of God.

The Calendar for December

Dec. 1. St. Andrew, Apostle. The compiler of these notes on the calendar is being bold enough to start this first month of the Church year with a quotation from another calendar, namely "The Christian Life Calendar — 1953." Father Hafford, who writes the thoughts for the day in the latter calendar, has chosen for his theme this year the slogan: "You Can Change the World." For December 1 he says: "When Christ began to choose Apostles to carry on the work of changing the world, He began with St. Andrew and made him a fisher of men. Ask St. Andrew to help you be an apostle in 1952-53. Everybody should get in the act."

Dec. 3. St. Francis Xavier, Confessor, Patron of the Missions. Your pupils *must* learn the outstanding facts of his life.

Dec. 6. St. Nicholas, Bishop, Confessor. This is the children's saint. What do they know about him?

Dec. 8. Immaculate Conception of the Blessed Virgin Mary, Holyday of Obligation.

Dec. 17, 19, 20. Ember Days.

Dec. 22. St. Thomas, Apostle. Three Apostles greet us in December. They can help us if we ask them.

Dec. 23. St. Frances Xavier Cabrini. She became a citizen of the United States and died in Chicago in 1917.

Dec. 24. Vigil of the Nativity of Our Lord Jesus Christ. Fast and abstinence, even for workmen.

Dec. 25. Christmas, Holyday of Obligation.

Dec. 27. St. John, Apostle.

Dec. 28. Holy Innocents, Martyrs. The children should love this feast day.

SPECIAL COMMEMORATION

Dec. 15. Bill of Rights Day. This is the anniversary of the adoption by the states of the first ten amendments to the national Constitution, known as the Bill of Rights. This is a suitable occasion for a special school program to acquaint all the upper-grade and high school students with the meaning and significance of the protection which the Constitution guarantees to our citizens.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

Advisory Committee

BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.
 MRS. GERALD B. BENNETT, President, National Council of Catholic Women, Grand Rapids, Mich.
 DOM MATTHEW BRITT, O.S.B., St. Martin's Abbey, Olympia, Washington
 FRANCIS M. CROWLEY, PH.D., Dean, School of Education, Fordham University, New York, N. Y.
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.
 REV. ALLAN P. FARRELL, S.J., University of Detroit, Detroit, Mich.
 BROTHER DENIS EDWARD, F.S.C., PH.D., LL.D., The Provinciate, Elkins Park, Pa.
 VERY REV. MSGR. EDMUND J. GOEBEL, PH.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
 RT. REV. MSGR. FREDERICK G. HOCHWALT, PH.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.
 BROTHER EUGENE PAULIN, S.M., PH.D., St. Louis College, Honolulu 16, T. H.
 RT. REV. MSGR. RICHARD J. QUINLAN, S.T.L., Winthrop, Mass.
 RT. REV. MSGR. CARL J. RYAN, PH.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio
 RT. REV. MSGR. FRANK M. SCHNEIDER, S.T.D., Rector, St. Francis Seminary, Milwaukee, Wis.
 MRS. FRANK TRAZNIK, National Chairman, Home and School Committee, National Council of Catholic Women, Milwaukee, Wis.
 JOHN P. TREACY, PH.D., Director, Dept. of Education, Marquette University, Milwaukee, Wis.
 RT. REV. MSGR. J. M. WOLFE, S.T.D., PH.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

Christmas Greetings

To you all, a Blessed Christmas and the Graces flowing from it throughout the year.

To Men of Good Will

It would be a great thing if in this season of blessedness and good will we could secure greater currency for the Catholic form of the message of the angels:

"Peace on earth to men of good will."

The Protestant form of "Peace on earth, good will to men" makes no connection between the peace on earth and men of good will, except to repeat the idea of good will to men. A kind Providence has good will to men, but the emphasis we need in these days is on men of good will—the Christian spirit. For men of good will there is peace on earth—a phase of that peace which surpasseth human understanding.

In having good will we co-operate with God's grace and hear again from the Master, "My peace I give to you."—E. A. F.

The "Forgotten Man" of Education

One of the basic problems of education has been almost completely overlooked during the centuries. It has been hardly recognized as a problem at all. The main assumptions of education do not include it. That problem is the place, the purpose, and the participation of the student in the educational process. Education was something that was "done" to him, or it was something that was given to him. It was assumed that the only place it could happen was in schools, and teachers were the artificers. There was talk about teachers and studies and books and school buildings but hardly any about the student, unless he proved a hindrance or stumbling block and was considered in that phase of education called discipline.

One would think that the most obvious fact about education was the student. You almost could not fail to see him and yet educators were blind. He was a kind of vessel into which you poured what you thought was good for him or what society, through the course of study, thought good for him. Or he was viewed as having something called a mind, which was a *tabula rasa*, upon which the teacher could write at will what the school was there to teach. Or, if you were a behaviorist, you could fashion the young animal, for that is all he was conceived to be, into anything you wished to.

Or even more significant, following the great principles of industrial efficiency with our frequent automatic machinery, you could run him through the educational assembly line, and find at the end the human product in the form, make-up, and uses you had planned.

Such gross errors, misconceptions, and lack of insight makes it imperative to examine anew the whole educational process from the standpoint of the student. There have been men who realized the error of our ways and who had a fine insight into what education really is. In more recent times they have had some influence. There have been students in schools, particularly the colleges who have protested the oversight, neglect, and regimentation of students. They have even written significant reports about what happened to them in schools—and then doubted it was good.

One of the most significant things that could happen to education is for admin-

istrators, supervisors, teachers, textbook writers to take the student's view—to view all problems from his standpoint. A theory of education and a psychology of education, yes and a sociology of education written from the student's view could not but benefit education greatly.

Self-education of the student would become a central theme of such education, and self-activity, self-mastery, and self-direction would become central ideas, nor would the concept of individual responsibility be wanting. In short here is a concept of education consistent with the high vocation to which man is called.

Try it in your classrooms, now and tomorrow and tomorrow, and see what a spiritual adventure teaching becomes.—E. A. F.

The Student and His Education, No. 2*

The Awakened Student

What is the part of the student in the educative process itself? Let us grant that there are many just "floundering around," existing in a state of "general inactivity," and who really do not know what it's all about. But let us assume, too, that he did know what it is all about; what would he understand?

If in a flash of actual insight, or actual grace there were revealed to him his own place in the individual process, what would be his surprise? How would he express it? "Why, I have felt," he would say, "I have felt like an interloper here, but what a dreadful misunderstanding that was! I have felt that I expected to be given something and I see that I can get nothing except what I earn by my own efforts. I have felt that this was a market place and I could buy certain things, especially knowledge in many forms, facts, ideas, insights, particularly to help me earn a living and seek wealth. I have paid my tuition and the things are elusive, they are not carefully wrapped and delivered for future use. I have a queer notion that the cost of a thing here is not money but human life—my life. I have felt that knowledge was going to school to have great fun, particularly the student activities at college, but while some of them were interesting, occasionally recreative, for a few these were the most valuable part of their four years at college, and for many a waste of time, a false emphasis, missing the *raison d'être* of the college.

*"The Student and His Education, No. 1" was published in the CATHOLIC SCHOOL JOURNAL for March, 1951 (page 80), under the title "The Vocation of the Student."

Schools Are for Students

In this awakening I found that as governments exist for people, so schools exist for students. I am the center of all this activity. Magnificent school buildings, spacious playgrounds, modern classrooms, teachers, books, equipment are brought together to make some change in me which my elders call education. I am the star of the educational activity, the rest is supporting cast, scenery, and props.

Student, the Agent of His Own Education

An even greater revelation intimated in the last sentence of the preceding paragraph was that, though all this investment of money, foresight in planning, dedication of teacher, supervisor, and administrator for my benefit, to make me a better man, a better workman, a better Christian, the end could not be achieved without my active participation, and co-operation — in short, without my becoming through my own self-activity, the creative force or agent in the process. This responsibility had not dawned upon me. I had laughed at Mr. Dooley's bringing his son into the dean's office, being asked by the dean what would you have our learned professors study for your son, but I had not realized this was their attitude and the attitude of my campus companions. We were there to take what was offered though we had the opportunity to a degree to elect some of what they were offering. On the college level, for example at Harvard, there were offered courses which it would take a student a lifetime to take.

Student Unprepared for This Responsibility

It was indeed a great revelation to know that I was so important in the process of my education, but that I was the only indispensable factor in it. I felt what we students call a "lift" in spirit as the sense of personal responsibility became clearer. But poor me! What did I really want to become? What was my social destiny? Did I really connect my ultimate destiny with my education? What was needed to achieve such ends? Was what the schools were offering what I needed? Were the teachers capable of arousing me to fuller realization of my new sense of personal responsibility? For such questions I was not prepared, nor had I ever been consulted on such matters. This was so in elementary schools, in secondary schools, and in colleges. Though with the vogue of the elective system, and with its inevitable

chaos, schools and students were freed from completely prescribed curricula, and flexibility to meet widely varying human needs was possible. But neither educational anarchism or atomism was a means to the *rational* human formation of human beings in their physical, intellectual, social, and spiritual phases. Now let us see if we can at least understand and perhaps solve the problems of education as the student sees them. — E. A. F.

World Congress of the Lay Apostolate at Rome

III. Catholic Action and Individual Activity

In the Pope's allocution at the final audience to the World Congress of the Lay Apostolate he discussed the relation of the Catholic lay person and the hierarchy in the field not only of official Catholic action but of action outside of the official field. It is rare that this latter field of action is indicated and the opportunity and responsibility of it. The Pope said:

"We let it be understood that the dependence of the lay apostolate with respect to the hierarchy admits of gradations. Such dependence is most strict for Catholic Action, for Catholic Action indeed represents the official lay apostolate; it is an instrument in the hands of the hierarchy; it must be, as it were, a prolongation of its arm; it is by that very fact subject to the direction of the ecclesiastical superior. Other works of the lay apostolate, organized or not, may be left more to their free initiative, with all the latitude required by the ends to be attained. It is self-evident, however, that the initiative of the laity in the exercise of the apostolate must always remain within the limits of orthodoxy and not oppose the lawful prescriptions of the competent ecclesiastical authorities."

The final point of view expresses in the more specific statement how ecclesiastical superiors are to use the instrument of Catholic Action. Particularly significant is the indication of the need for initiation at the battle front. The ideal situation is then described as follows:

"When we compare the lay apostle, or more precisely the layman of Catholic Action, to an instrument in the hands of the hierarchy, according to the expression which has become current, we understand the comparison in this sense; namely that the ecclesiastical superiors use him in the manner in which the Creator and Lord uses rational creatures, as second causes,

'disposing of them with great favor' (Sap. 12, 18). Let the superior use these instruments then with a consciousness of their own responsibility, let him encourage them, suggesting enterprises to them and welcoming with a good will the enterprises which they suggest, approving them with breadth of mind, according to their timeliness. In decisive battles, it is often at the front that the most useful initiatives arise. The history of the Church offers us sufficiently numerous examples of this."

There is for every individual in his life the opportunity for many forms of action that cannot be well organized in advance. The sense of responsibility which every Christian ought to have ought to be felt as an inescapable personal responsibility. Think with the mind of the Church. Ordinarily individual and social life offers many opportunities, seemingly far from any possibilities of organized effort. But there must be in the mind of the Catholic definite knowledge and understanding of what is the mind of the Church and a personal mission to fulfill it. This must be conceived in humility and supported by prayer. — E. A. F.

Father Blesses Children

Time was when practically every phase of life was accompanied by a blessing. The number of blessings of the Church is legion. Msgr. Joseph P. Morrison, Chicago, president of the Vernacular Society and chairman of the advisory committee of the National Liturgical Conference points this out in a recent speech. What interests us in Milwaukee is that there is a blessing for beer, and he points out that in Latin America bread is blessed for the people to take home.

There is one suggestion he makes that teachers in school should call to the attention of parents at Home and School meetings, particularly when the fathers are present. He says: "How often does a modern father bless his children, make the Sign of the Cross over them? By nature, law, and Providence, he is head of the house. He has no right to abdicate that position of authority. Is there a better way of using it, than by calling God's blessing on those subject to that authority?"

He adds a point that may be noted at the same time regarding the saying of grace. He says: "In saying grace before meals, when the father comes to the words 'and these Thy gifts,' he should make the Sign of the Cross over the food on the table."

Such basic helpful suggestions at Home and School meetings would make them much more significant. — E. A. F.

THE NEWBORN KING*

Sister M. Concepta. R.S.M.**

The Family That Prays Together Stays Together

CHARACTERS: Narrator, Mr. Brown, Mrs. Brown, Annie (age 6), Willie (age 4), Guardian Angel, Nurse, Dream Fairies, Mr. and Mrs. Santa, Little Elves, Group of Angels.

I

A Happy Family

[While Mr. Brown goes over his accounts, Mrs. Brown explains the story of the first Christmas to her two little children, Annie and Willie. After she answers their many questions, she bids them kneel at her side for evening prayers.]

MOTHER [closes book]: So that's the end of our bedtime story.

ANNIE: Poor Jesus, He must have been cold in that stable.

MOTHER: Yes, dear, He was but He didn't mind that because He was suffering for us.

WILLIE: Mother, did He cry when He saw all those animals?

MOTHER: No, Willie, He didn't cry for He made the animals and loved them.

ANNIE: And besides, Willie, how could He cry when His Mother was with Him?

MOTHER: That's true, Annie. His Mother was there to take care of Him. Do you know, children, that the greatest love God has He puts into the hearts of mothers? He does this because He wants them to take care of His little boys and girls so that they will be happy with Him forever in heaven.

WILLIE: Does Jesus like us to talk to Him, Mother?

MOTHER: Yes, my son, He does. When we talk to God we call that prayer. We tell Him something or we ask Him for something. And don't forget, little ones, that the polite way is to thank Him when He gives us what we ask.

ANNIE: When you ask Jesus for something, Mother, does He always give it to you?

MOTHER: Well, Annie, that depends. God always listens to prayer, but the answer is not always the same. It may be No, Yes, or Wait.

WILLIE: But suppose it's something you want, like a bicycle or a box of candy, then does He say No?

MOTHER: Well, Willie, God knows what's best for us. So if the answer is Yes, be glad; if it is No, look for something better; and if it is Wait, well, you just have to be patient and wait.

ANNIE: My, but you love God! Don't you think so, Willie?

WILLIE: Of course she does and God loves her too. Isn't she the best mother in the whole world?

MOTHER: Now, little ones, it's past bedtime. Kneel here at my knee for your night prayers. No, Willie, here on the floor beside me. [He starts to bless himself with his left hand.] No, dear, this way, with your right hand. Now put your both hands together like mine and repeat after me.

CHILDREN [bless themselves and say the following prayer]:

Good night, sweet Jesus, my Saviour

Good night, sweet Mary, my Mother

I give you my heart, my soul, and my life

To keep me from sin this night and forever.

Amen.

Dear Jesus, bless Papa and Mamma, and Annie and Willie. Amen.

MOTHER: That's my good children. Now say good night to Papa and then I'll put you to bed.

[Annie and Willie run to their father and climb into his lap for his good-night kiss.]

[Curtain]



— G. C. Harmon

The Family That Prays Together Stays Together

II

One Year Later

[It is Christmas Eve, one year later. Annie and Willie are sad because angels, they were told, took their fond mother to heaven. But the sudden thought of Santa Claus urges them to rush into the study of their father to question him about old St. Nick. Visits from his children were always a pleasure for him but tonight he is worried over a financial difficulty and wishes to be left alone. So, since it is impossible to enjoy their innocent chatter, he orders them to bed earlier than usual.]

WILLIE: Papa, Papa.

FATHER: Yes, Willie, what is it?

WILLIE: Guess what night this is?

FATHER: Guess what night this is . . . Thursday, of course.

ANNIE: He doesn't mean that, Papa, he means what special night.

FATHER: Special night . . .

ANNIE: Yes, Papa, it's Christmas Eve.

FATHER [looks at calendar]: That's right, it is.

WILLIE: Yes, Papa, and it's the night before Jesus was born, too.

ANNIE: Yes, Papa, and ever since then Santa Claus comes. He slides down chimneys and brings good children all the things for which they ask.

WILLIE: No, Annie, Mother said we had to pray for the things we want. Then if they are good for us, Jesus will give them to us.

ANNIE: You're right, Willie, she did say that, didn't she?

FATHER: Now, little ones, Papa is very busy tonight. Some other time we shall talk about it. Run now and tuck yourselves under the blankets. It's too cold for you in here.

ANNIE: Oh, Papa, we won't mind the cold, will we, Willie?

WILLIE: No, Papa, we won't mind the cold and we'll be very quiet if you will only let us stay with you.

FATHER [picks up receiver]: James, please tell Nurse Gallagher to come to the library.

NURSE [enters]: Did you ring, Mr. Brown?

FATHER: Yes, Miss Gallagher, I did. I wish Annie and Willie to retire early tonight. Come, my children, give me your good-night kiss and then Nurse Gallagher will take you to your room.

*Adapted from the poem "Annie and Willie's Prayer," with permission of the publishers, E. P. Dutton & Co., Inc.

**Holy Saviour Convent, 35 Worrall St., Wilkes-Barre, Pa.

NURSE: Come Annie, come Willie, do as your Father wishes. [*Both give him their good-night kiss.*]

FATHER: Now I can return to my work without interruption. [*Works on his accounts.*]

ANGEL [*appears*]: John.

FATHER [*looks up*]: Who are you? Why do you stand so still?

ANGEL: I am your guardian angel. Now that your work is finished, visit your children's nursery. [*Angel vanishes.*]

III

An Answered Prayer

[*We now find Annie and Willie in their nursery. They cannot sleep. Memories of their mother make them realize that they have forgotten to say their prayers. As they kneel, side by side, their fond father enters. So touched is he when he hears their prayer that he leaves at once to visit Santa. Before he returns dream fairies dance around the beds of the sleeping children.*]

WILLIE: Annie, Annie.

ANNIE: Yes, Willie, what is it?

WILLIE: Are you sleeping?

ANNIE: No, Willie, I'm not. I just can't close my eyes. I'm so sorry for Papa. I wonder what Santa Claus will say when he passes our house tonight and doesn't see any lights? [*Unknown to the children their father enters.*]

WILLIE: I don't know. I suppose he'll think nobody lives here any more.

ANNIE: Maybe he will.

WILLIE: Well, why couldn't we make some light?

ANNIE: No, Willie, we can't do that. Papa said we were not to have any lights.

WILLIE: Not just a wee one?

ANNIE: No, Willie, Papa might see it and then it would worry him again.

WILLIE: But we won't get any toys.

ANNIE: Makes no difference, Willie, we must do as Papa says. But Willie . . .

WILLIE: Yes, Annie, what is it?

ANNIE: Know what?

WILLIE: What?

ANNIE: We forgot to say our prayers. When Mamma wanted anything she always prayed. And God always gave her everything for which she asked.

WILLIE: Well, why don't we pray to God and ask Him to send Santa Claus to us?

ANNIE: Yes, Willie, we could do that. I'm sure Papa won't be cross if God sends Santa Claus to us.

WILLIE: No, he won't. Why didn't we think of this before?

ANNIE: Come quick, Willie, and kneel beside me. Now hold your hands like mine. I'm the biggest, so I'll say mine first:

**The Family That Prays Together
Stays Together**



— G. C. Harmon

Dear Jesus, bless Papa, and help him with his books. Mamma told us always to pray for the things we wanted and if they were good, You would give them to us. So please explain to Papa because tomorrow's Your birthday and I know You will want all little boys and girls to be happy. Please tell Santa that I'd like a crib set, the kind Mama told us about, then if You don't mind I'd like a tea set, a ring, and a doll. But most of all keep Papa kind and good. You know, dear Jesus, the way Mamma used to be. I guess that's all. Amen.

WILLIE: Dear Jesus, please tell Santa Claus to come to our house tonight and bring me a gun, some candy, and a sled. And then, dear Jesus, I'll be a good boy.

[*Annie and Willie jump into bed.*]

FATHER: My poor little children! Oh, what shall I do?

ANGEL [*appears*]: John, why not make their dreams come true? See Santa before his shop closes. [*Angel vanishes as father leaves. Then a group of fairies enter and dance and sing around the beds of the sleeping children.*]

IV

Santa's Visit

[*As the clock strikes twelve, Mr. Brown rushes into the nursery of his sleeping children. He calls Santa to hurry. So with the help of old St. Nick's little elves and Lady Santa, a once fond father finds his lost happiness. Before he retires, he bends over his sleeping children and wishes them pleasant dreams.*]

FATHER [*helps Santa to put the tree in place*]: Come on, Santa, we've got to hurry.

SANTA: Sure, sure. My, but it's warm in here. [*Rubs hands.*]

LADY SANTA: Tiptoe, little elves, the darlings might wake and I'm sure you wouldn't want to spoil their Christmas thrill, would you?

ELVES: No, no, Lady, we wouldn't. [*They put sled in place.*]

FATHER: Come here, you little monkeys, and help Lady Santa set the table for tea. And you, Sandy Andy, put Annie's new doll on the rocker. Ah! a doll carriage—just the thing for Annie's new doll. What's this? Willie's Teddy Bear in a doll carriage! You should know better than this, Handy Pandey.

SANTA: And now for the toy soldiers. . . . Where shall we put them?

FATHER: Right here, Santa, beside Willie's new sled.

LADY SANTA [*opens box*]: The best gift of all. Annie's new crib set. [*Little elves help Lady Santa arrange set.*] St. Joseph! Our Lady! The Baby Jesus!

FATHER [*opens last package*]: I wonder what's in this? Ah, I see, an image of old St. Nick. Here, Sunny Bunny, take this. Now let me hold you while you put it on the top of the tree.

LADY SANTA: And now, Santa, you forgot something.

SANTA: Forgot something . . .

LADY SANTA: Yes, you forgot a gift for this kind father.

FATHER: No, dear lady, I have my gift for I found it in making others happy tonight.

SANTA: If you have found that, my friend, you are indeed a lucky man.

FATHER: Ah, I'm afraid I've been a very foolish one. But with God's help I hope to spend more time with my motherless children.

SANTA: I'm glad to hear you say that. You know there is an old saying: "Unless you become as a little child you cannot enter the Kingdom of Heaven." Good night, Sir, and God bless you.

FATHER [*to sleeping children*]: Sleep on, sleep on, my little ones, your prayers have been answered.

V

His Birthday Party

[*Annie is the first to awake. What joy there is when she finds that Santa did come. As she calls Willie she hears her father's footsteps. To their surprise he soon shares their joys. All three kneel before Annie's new crib set and give thanks to the only one who can bring joy into a troubled world. Mindful of her mother's advice, Annie plans a birthday party so that they may give thanks to the Giver of*]

**The Family That Prays Together
Stays Together**

The Family That Prays Together Stays Together

their joy. As their hands are clasped in prayer, Christmas carols are heard and once again they hear the angel's song of that silent night, more than 1900 years ago. And they soon learn that the family that prays together stays together.]

ANNIE: Willie, Willie, wake up.

WILLIE: What is it, Annie, did Santa Claus come?

ANNIE: Oh, yes, he did and he brought us ever so many things. Do come and look.

WILLIE: Oh, Annie, look at my new sled and all the toy soldiers.

ANNIE [*spies father*]: Papa, Papa, come quick. Santa Claus did come.

FATHER: Yes, Annie, I know he did, my dear.

WILLIE: It's because we prayed, Papa, like Mamma told us to and then Jesus sent Santa to us with all these toys.

ANNIE: Wasn't Santa Claus good, Papa? See, he brought us many more gifts than we asked. I wonder how he knew what we wanted?

WILLIE: It's because God listened to our prayers, Annie, and the answer was "Yes," wasn't it, Papa?

FATHER: Yes, my son, God heard our prayers and He knew, too, that you asked for more than just toys and games.

ANNIE: Yes, Papa, that's true, we did. We asked God to bless you and make you love us the way Mamma did.

FATHER: And I do, my darlings, I do and I always shall. God has been very good to us all, hasn't He?

WILLIE: Yes, Papa, God has been very good to us.

ANNIE: Papa, let's thank Jesus, right now for all He has done for us.

WILLIE: Yes, Papa, let's kneel before Annie's new crib set. [*All kneel.*]

FATHER: All right, my little ones, anything to please you.

WILLIE: Thank You, Baby Jesus, for sending Santa to us.

ANNIE: Dear Jesus, thank You for making Papa so happy.

FATHER: Thank You, dear Jesus, for giving me such precious children.

ANNIE: Papa, let's have a birthday party for the Infant Jesus.

WILLIE: Yes, Papa, let's sit at Annie's new table. [*All sit but Annie.*]

ANNIE: Oh, Papa, you forgot to say grace. Don't you remember the way you used to say it before Mamma died?

FATHER: Yes, my child, I do. Willie, stand up. [*All three say grace.*]

ANGEL: And don't forget, Mr. Brown, that the family that prays together stays together.



— G. C. Harmon

[*The curtain is drawn and a group of angels sing "Silent Night."*]

VI

Dawn of a New Era

[*We now come to the dawn of a new era, the "Age of Mary." Santa Claus steps aside until Christian mothers lead Christ's little ones to the crib of Bethlehem where they are taught to offer Him their baby sacrifices before they think of their own gifts. They do this because Christmas is the birthday of our Infant King. We now find Annie happily married ever ready to tell a story to her children. Uncle Willie is the delight of their heart when they see him dressed in army uniform. And*

Grandpa! though old and crippled still remains the King of the Old Homestead, with a loving daughter, a kind son-in-law, and many happy grandchildren as his subjects.]

LAURA: Mommie, doesn't Santa Claus slide down chimneys any more?

MOTHER: No, dear, he doesn't. You see he knows it's the Baby Jesus' birthday. So Santa wants us to visit the crib first. He wants us to give our gifts to Him before we receive our own.

CHARLES: When you were a little girl, Mommie, did you visit the crib?

MOTHER: Only when we went to Mass. You see, Charles, in those days we had crib sets in our own homes. Usually they were placed under the Christmas tree.

ANNE: Is Santa Claus a real saint, Mommie?

MOTHER: Yes, Anne, he is. We celebrate his feast on the sixth day of December. Like the Infant Saviour, he loved to give gifts. For this reason his name became connected with Christmas.

JACKIE: I wonder what kind of Christmas gifts the Baby Jesus would like?

MOTHER: Gifts of sacrifice, my son, are usually the gifts He likes best.

ANNE: Mother, what are they?

MOTHER: It's a long story, Anne. You see, my children, some years ago the world seemed to forget God. Wars broke out and soon no country could boast of peace. Then in the year of 1917 God's Mother came to earth and spoke to three little children. She promised that there would be peace and that Russia would be converted if only all nations would say the Rosary, pray, and offer sacrifices for the conversion of sinners.

LAURA: And did the people listen to God's Mother, Mommie?

MOTHER: Some did, my child, but not all. So that is why Santa wants little children to be taught to give rather than to receive. So, my darlings, are you all ready with your gifts?

CHILDREN: Yes, Mother, we're all ready.

MOTHER: Come, tell me silently the sacrifice each of you have in mind. [*Then Charles, Anne, Jackie, and Baby Laura whisper a secret in their mother's ear for only God to understand its worth. Then as the last one finishes she says*]: How proud I am to have such sacrificing children.

GRANDPA [*enters*]: And how proud I am to have such a worthy daughter to give me such precious grandchildren. [*As they gather about him he recalls the words, the slogan of today: The family that prays together stays together.*]

[*The End*]

The Family That Prays Together Stays Together

Practical Aids for the Teacher

Occupational Guidance

Sister M. Edward, C.S.C., M.A.*

It has been aptly said that putting on the robe of Solomon to counsel a younger generation may be more a sign of advancing age than one of wisdom. Nevertheless, in this ever changing and complex world, students are confused and often turn to us, asking, "What shall we do?" To give a boy or a girl an awareness of the many kinds of occupations available, and a better understanding of his own interests, aptitudes, and abilities is within the reach of every school.

Getting Started

At Bishop Noll High School, in co-operation with the principal, we planned an occupational information service for the students. We decided to use a small classroom, for this could include an occupational information library; a testing center with a battery of interest, aptitude, mental ability, and personality tests; catalogues from the nearby colleges and vocational schools; and religious vocational literature from the communities in our area. As a full-time guidance counselor was not available to carry out all that our plans involved, we appointed committees of responsible seniors and juniors to assist in collecting and in arranging materials before announcing the service to the students.

For equipping the vocational library, we followed the suggestions found in the handbook, *How to Build an Occupational Information Library*,¹ and in the *Dictionary of Occupational Titles*.² Committee members then sent out between two and three hundred form cards asking for occupational information briefs, and pamphlets from addresses taken from the Educators Progress Service,³ occupational guidance magazines, and from a list of industrial companies. This material was classified, numbered, stamped, and filed in folders to serve as an occupational information kit. The girls compiled a classified file, typing individual cards for every piece of occupational material. Educational bulletins and literature on religious vocations were arranged on two long tables—one for the girls, and another for the boys. Bulletin boards called attention to the main features of our program.

As soon as these preliminary preparations were completed, we announced a vocational

information day. The school bulletin carried a substantial article describing the guidance program, and invited all students to visit the occupational room. The principal assembled the seniors and juniors, supplementing the account in the school bulletin with a fuller explanation of the purpose of the service. He brought to their attention the importance of making a careful survey of the occupational field before choosing a vocation. A motion picture showing the purpose and usefulness of the tests was obtained for the opening day, along with another film, on "How to Apply for a Job." A mimeographed sheet listing two hundred principal occupations classified under eight major groups was given to each senior and junior, along with a questionnaire to be filled in, concerning his occupational choice, his interest in the testing service, and his desire for advice from the counselor. More than 80 per cent of the upperclassmen in a school of twelve hundred students answered the questionnaires, and expressed their desire to avail themselves of the help offered in this information center.

Tests for the Students

A battery of tests provided an objective instrument for appraising the students' interests, aptitudes, abilities, and personalities, and relating them to their lifework. These tests helped the student to think for himself, for guidance is only suggestive. The Kuder Preference Record was given first, to measure the ten major areas of vocational interest—outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The individual graph accompanying the test reveals the student's major fields of interest and his particular area of interest. This profile also serves to organize the reviewing of the whole field of occupations. For, after examining results of the test, the student refers to an accompanying handbook for a list of possible fields of work in which he is most likely to succeed, based on his interests. At this time he is often alerted to an occupation in keeping with his interest preference, with which he was not previously familiar. For example, if the two highest interests are artistic and mechanical, the student will discover among a list of occupations under the heading, artistic-mechanical, such careers as city planning engineer, dental technician, occupational therapist, automobile designer, taxidermist, and milliner.

These vocations are studied in the light of the pupils' abilities. Interest scores do not substitute for aptitude scores. For if the desired occupation is not well known to the student, or if he has been influenced by the fact that the occupation involves honor or prestige in the eyes of other adolescents, his selection may be unsatisfactory. Therefore aptitude tests in these interest fields were offered. If the result of the aptitude test was favorable, the boy who aspired to become a city planning engineer, or the girl who planned to train as a dental technician, looked in the card file for the number of the occupation folder. There were career briefs, brochures, and books in the library giving the information and helps they wanted regarding these occupations.

Career material published by the Institute for Research and the Department of Labor are not written to influence students. These surveys are disinterested research accounts of the employment on a national basis, supplying accurate occupational information which may result in a lifetime of happiness in a career. The reports describe the attractive and unattractive side of the occupation, opportunities for promotion, personal qualifications required, and also earnings; they acquaint the pupil with a typical day's work, and give information about the particular type of work. If the desired occupation requires a college preparation or a special vocational training, the pupil then refers for further information to one of the educational catalogues.

Individual Guidance

The students were encouraged to seek individual guidance from the principal, from the deans, or from their teachers. From time to time, however, over the public-address system, the principal brought before the minds of the students the apostolate of the Christophers. He impressed upon them their responsibility to bring Christ into their vocations, especially by their example. In their dealings with their fellow men in industry, they must show that their actions are determined by their Christian convictions of honesty and charity. Through group conferences, career guidance school literature, bulletin board reminders, the students are urged to enter one of the six fields of influence as a career: education, government, labor relations, communications, social service, and library work, and strive to restore the Christian heritage of our country.

Contacting Industries

Two senior boys were appointed to visit each of the larger industries in the area, and invite their occupational directors to the school. Throughout the entire year, when rep-

*Bishop Noll High School, Hammond, Ind.

¹Science Research Associates, 57 West Grand Ave., Chicago 10, Ill.

²Government Printing Office, Washington 25, D. C.

³Randolf Wis.

representatives came, or when an adviser from a college or a hospital desired to recruit members, he was announced to the seniors, and any student interested had an opportunity of going to the occupational room for an interview.

Part of our long-range plans call for a religious vocation day, a college day, and an occupational evening. On each one of these occasions, we will invite a group of vocational advisers from religious communities, colleges, and industries to interview students and their parents. These projects could be planned and carried out more successfully if a full-time counselor were available. Such a counselor would have an opportunity to accumulate and interpret fuller guidance records and a more effective follow-up program.

Every home-room sponsor and teacher is an indispensable part of the program. She collects and distributes occupational information, makes direct contacts with the student, and prepares herself to give vocational guidance. Occupational magazine racks, with free and inexpensive literature, installed in classrooms interest many. Magazines published by most industrial organizations explain excellent part-time educational and work programs. Films from industrial companies show the techniques in their work, and also take the student, as it were, on a tour through the plant, the office, research laboratories, public relations, sales departments, and testing rooms.

The Right Choice

Occupational information tends to break down the prevalent notion that it is more respectable and honorable to become an office worker than an electrician. It helps to develop right attitudes toward the dignity of honest labor. Some of the timely advice to youth about occupational opportunities given by the president of a large industrial corporation may be summarized in this way: "Nowadays a large proportion of boys seem to have one ambition: to sit at a desk with a telephone on it, and a buzzer with a secretary to answer. Something is wrong with this ideal. Why do they want to begin life's work and live a life in a white collar? They are neither soft nor lazy. Maybe in our reverence for book learning we have forgotten there is a valuable education which flows into the mind through using the hands. Perhaps the pioneer's aspiration for learning has decayed into a snobbery which considers it more socially desirable to dictate to a stenographer than to direct a crew of mechanics. That is not the true American tradition, for George Washington was for years a hard-working surveyor; Thomas Jefferson was a gifted designer of useful appliances; and Benjamin Franklin was a journeyman printer, an inventor, and the best electrician of his age."⁴

⁴William S. Knudsen, "If I Were 21," reprint from *The American Magazine*, June, 1939, pp. 3-5.

LET US ADORE

A Short Christmas Program for Junior or Senior High School

*Sister Mary Jean, C.S.J.**

[Opening carol: "Ring Christmas Bells."]**

ALL: "And the Word was made
Flesh and dwelt amongst us."
ALL: Oh what this Word made
Flesh
MED. & DARK: Spoken and encradled
MED.: In a virgin's soft embrace,
MED. & LIGHT: Whose stubby baby fingers
LIGHT: Would wield such floods of
grace?
ALL: Who, this Virgin-Mother
LIGHT: On whose countenance
MED. & LIGHT: Is eternal love reflected,

MED. & DARK: Shadowed, shadowed in the
knowing
DARK: That her Babe should be re-
jected?
ALL: Whose the lanterned hand
LIGHT: Raised to give assurance
MED. & DARK: In the mottled shadows dim,
DARK: With virility of manhood,
comfort
ALL: In the strength of Him?
ALL: It is Jesus, Saviour, Emman-
uel,
The Uttered Word on earth,
Joseph, shadow of the Father,
and
MED. & LIGHT: Mary, who gave Him birth.

[Tableau: Holy Family; Carol: "Winds
Through the Olive Trees."]

ALL: What voices these that ring
MED. & LIGHT: Out tidings of great joy
LIGHT: To interrupt a night so stilled
As this, and hasten shepherds
off
MED. & LIGHT: To see prophecy fulfilled?
ALL: Whose the hurried footfalls
DARK: The labored breath and
whispered
MED.: Words of explanation
ALL: Who offered trembling lambs
to Him
MED.: In acts of adoration?
ALL: From whence such caravan
DARK: Of majestic dromedary,
MED. & DARK: Of purpled royalty who
brought
ALL: Gold, and myrrh, and frank-
incense
DARK: To the King whom they had
sought?
ALL: They were shepherds who had
hastened,
LIGHT: Angels, who had come to sing
MED.: His glory, and Wise Men,
praising
ALL: The Son of David, Shepherd-
King.

[Tableau: Holy Family, shepherds, angels,
and kings; Carol: "March of the Three
Kings."]

ALL: Hear you not the voices
LIGHT: Of angels seeping through
ALL: The noisiness of life and still
MED. & LIGHT: Proclaiming peace on earth
To men of goodly will?
ALL: Seek you Bethlehem, O
World,
MED.: Whose fevered longings reach
and
MED. & DARK: Grasp at wealth and sword?
ALL: Hasten, kneel before the
manger
MED. & DARK: And look upon your Lord.
ALL: Think you it makes a
difference
MED. & DARK: If you are king or shepherd,
MED.: Or matters it what tongue
you speak?
LIGHT: Peace will light your weary
hearts
MED. & LIGHT: If it be Christ you seek.
LIGHT: Come from the snow-bound
mountains,
MED.: From desert, plain, or shore,
DARK: But come, O World, in
brotherhood,
ALL: Come! Let us adore!

[Tableau: Holy Family, shepherds, angels,
kings, children of all lands; Carol: "Adeste
Fidelis" or "Silent Night" — singing a verse in
French, Spanish, German, and English.]

*Cathedral Girls' High School, 1558 Fourth Ave., San Diego, Calif.

**All carols and tableaux are merely suggested.

Planning Pays

*Sister Mona Marie, C.S.J., A.B.**

We were approaching the last of those trying days which immediately precede the Christmas holidays. Previous experience had taught me that on the actual day of dismissal, student attention and enthusiasm for class work hit a new "low." Their thought, individually and collectively, seemed to be: "Christmas holidays begin tomorrow; why not start today." Last year, I had been physically exhausted at the end of the day. I felt, therefore, it would be a tremendous achievement if I could devise some means whereby all that surplus energy would be used to profit and not entirely wasted.

Applied Shorthand

Early on the might-have-been-fatal morning I hurried to the classroom and filled the boards with humorous anecdotes, all written in shorthand. Just to give an added touch, I wrote the outlines with colored chalk.

When the bell rang, I stood just outside the classroom door. As the class assembled, I had one ear tuned to the interior of the room, trying to hear how my plan was working out. At the sound of the first giggle from a girl, I knew someone was catching on.

I entered the room; we said our ejaculation. You can imagine my elation when a redheaded boy who usually tried to see how much time he could squander before getting down to work, said, "Sister, let me read the first joke, will you?" So Pat read the first one and we spent some time reading the rest; sometimes individually, if it were easy; sometimes collectively, if it were more difficult. They spelled the hard outlines just as they would have done had they been reading a lesson from the book, only their faces wore happy smiles instead of that look which says: "Do we have to work today?"

When we finished reading everything on the blackboard, everyone agreed it was fun. Then the students opened their shorthand notebooks with a look of "Guess we'll have to do some work now" when I played my ace by saying:

"How would you like to dictate to yourselves today — by singing Christmas carols and taking them in shorthand as you sing them?" The response was unanimous, instantaneous, and enthusiastic. They made their own selections, though I cautioned them to choose only those which could be sung rather slowly as this was a junior shorthand class. Before beginning the song, I placed a few of the more difficult outlines on the black-

board and we handled them as we would have handled them in a regular lesson. Some carols we sang and wrote once; others oftener.

Even if their happy faces had not indicated that they were enjoying the work — for we were really working hard though they didn't know it — I would have known it when the bell rang. They were in the middle of a selection; no one moved, everyone kept on singing and writing, until the song was completed. Their comments as they went out were: "Wasn't that fun?" "Hope we do it often."

The next class (which was also junior shorthand) knew what we had done in the first class. They, too, enjoyed it as much, perhaps even more, as they had greater speed as a group.

In Typing, Also

When the typing classes assembled in the afternoon, I met the same students who had been in my shorthand classes. They were quite certain we couldn't sing in typing. Their comment was: "Sister, we didn't work in shorthand this morning; we shouldn't have to work in typing this afternoon."

"I entirely agree with you," I told them, to their surprise, "So if you'll sit down and just type your conditioning practice for five minutes, I'll turn on the record player and we'll type to music."

They began typing immediately. I am not certain as to just how much benefit was derived from that particular conditioning practice. I was standing next to the record

player when suddenly there was dead silence in the room, every typewriter had stopped. As I looked up questioningly and puzzled, with one accord the class said, "Five minutes are up, Sister."

I told them they might type any straight-copy material we had previously used. This made them feel good as each had his favorite paragraph or paragraphs. At first I chose records which played very slow music, gradually taking those which had faster tempos, until all were typing as quickly as they could possibly go. They enjoyed it immensely as their comments after class and during the school year indicated. In fact, at the end of the semester when I posted the comparative standings of the two typing classes, the winning class asked to be rewarded by having a free day in the typing room. Not knowing their interpretation of a free day in the typing room, I asked them just what they had in mind. "You know, Sister, no work; just typing to music." Of course, they received their "free day" in the typing room.

The second typing class was handled the same as the first with one difference. They had typing for two periods instead of one. Fearing that the music might interfere too greatly with the class in the next room, and also that the students might tire of it, I varied the program by having contests: individual competing with individual, team against team; group against group. We typed for speed championship, accuracy championship.

Truly that day was a pleasant one for all my classes; certainly I had enjoyed it too; no frayed nerves, no feeling of physical exhaustion; all because I had planned ahead of time just what to do and how it would be done — so the boys and girls would seemingly be getting what they wanted — fun, lots of fun because it was just before a long holiday.

Geometry With the Christmas Spirit

*Sister Anne Agnes, C.S.J.**

Harrowing as they can be to school discipline, student attention, and learning effectiveness, the distracting days before Christmas provide excellent opportunity to devise novel, timely, and rewarding projects for every subject in the curriculum. Even the traditionally rigid mathematics class program can break away from the problem-theorem-equation routine and go on a preholiday tangent while, at the same time, it does not neglect the

fundamental duty of developing the mathematical "frame of mind."

Last December I decided to see what possibilities a booklet project would afford for my plane geometry classes. The students were given a few initial suggestions and provocative ideas. Straight line figures were to constitute the basic subject matter of the booklets. Cover design, general format, and arrangements of contents were to be developed by the students' own initiative, preferably guided by the holiday spirit and tone.

*Redemptorist High School, Kansas City, Mo.

*Rosati-Kain High School, 4389 Lindell Blvd., St. Louis 8, Mo.



The prize-winning geometry Christmas booklets in Sister Anne Agnes' class. The girls are: Kathleen Saputo, Patricia Kennedy, Betty Henderson, Shirley Puricelli, Patricia Moore, and Joan Guelker.

The students reacted to the project with an enthusiasm exceeded only by their delight in planning real Christmas packages — selection of appropriate details, contents, wrappings. Practically every species of Christmas decoration was represented in the shapes of the various booklets — stars, Christmas trees, rectangular chimneys, snowmen, bells, snow flakes, balls, and toys. Many booklets resembled Christmas packages — squares, rectangles, and parallelograms — and were decorated with fancy wrappings, ribbons, holly, and bells.

Such attention to exterior wrappings in no way detracted from the value of the contents. Illustrated and labeled figures were cut out of colored paper and pasted on the page or were drawn with colored pencils. In several instances, equal sides or equal angles were indicated by the same color. Constructions, problems, definitions, and theorems supplemented the logical order and grouping of the straight line figures.

Some students introduced their work by a brief history of geometry; others gave reasons for its study and importance. Neither was the conclusion neglected. Betty Henderson ended her booklet with this parody on "Jingle Bells":

GEOMETRY

Geometry, geometry,
Oh, what fun we have;
Theorems, corollaries,
Definitions drive us mad.

Constructions are a lot of fun,
Proofs of problems too.
And we use geometry
In everything we do.

Joan Guelker wrote this little Christmas story to conclude her project:

ADJACENT ANGLES' CHRISTMAS PARTY

It was a beautiful snowy Christmas Day and all the geometric figures were waiting anxiously to attend the Adjacent Angles' Christmas Party. When the big moment arrived, they hurried over to the house as fast as their lines and angles could carry them.

The Parallel twins were the first to reach the door, since two lines can do the running better than one. Isosceles Triangle was runner up, as the equal sides did their part. When the guests opened the door, much to their delighted surprise, they saw Christmas ornaments in forms of circles, triangles, cubes, and spheres brightening up the huge room.

Mr. and Mrs. Adjacent Angle looked handsome and erect in spite of their common side. The Quadrilateral family stood on all fours; however Trapezoid sat on a base. The rest of the figures took their places, including the Perpendicular brother and sister who were cousins of Mr. Adjacent Angle. Everyone was very merry except Mrs. Adjacent Angle, who asked, "Haven't we forgotten something?" Everyone looked at each other in amazement until finally Straight Angle stood up as

straight as could be and replied, "Oh, yes! We forgot to wish everyone a Merry Christmas and a Happy New Year!"

The booklets were carefully examined, evaluated, and judged by the members of the mathematics club, consisting of third-year students; prizes were awarded for the three best booklets in each section.

Perhaps the most gratifying result of the project was to note the enthusiasm with which the students worked on their assignment and to realize that they derived real pleasure from a review project that might otherwise have proved monotonous and trite. Similar projects dictated by other seasonal holidays could likewise be employed with equal benefit and value.

A December Honor Roll

Sister Leone Therese, O.P.*

The decorative honor roll shown in the accompanying picture was used in my class in December, 1950. The pupils worked diligently to get their names inscribed in red ink on the gold stars.

The background of the bulletin board was pastel green construction paper. The trees were cut from red, white, and green beverly paper. The letters were in red of the same material. The stars were cut from bright yellow construction paper. Their position on the tree corresponded with the pupil's grade — the highest being on the pinnacle of the tree.

The project inspired enthusiasm among the pupils and encouraged the slower ones to improve their work.

*All Saints School, 870 Second St., Hayward, Calif.



A December Honor Roll.

Catechism Stories

Rev. Lawrence G. Louasik, S.V.D.*

A Word by the Editor

This is the third installment of Catechism Stories by Father Louasik, a missionary of the Society of the Divine Word. Previous installments appeared in October and November.

There is a story for each question in the Baltimore Catechism No. 1. The question to which the story applies is indicated in each case, the number in parentheses being the number of the corresponding question in Catechism No. 2.

The author's brief introduction to the stories for each lesson is entitled "Instruction." Following each story is an "Application" to the lesson it illustrates.

The author's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

Lesson Three

THE UNITY AND TRINITY OF GOD INSTRUCTION

There is only *one God*. In God there are *three divine Persons* — the Father, the Son, and the Holy Ghost. By the Blessed Trinity is meant one and the same God in three divine Persons.

The three divine Persons are really *separate* from one another. The three divine Persons are perfectly *equal* to one another, because all are one and the same God. Though really separate from one another, the three divine Persons are *one and the same God* because all have the one and the same divine nature.

This is a supernatural *mystery*. A supernatural mystery is a truth which we cannot fully understand, but which we firmly believe because we have God's word for it.

QUESTION 14 (24)

SAINT FRUCTUOSUS

St. Fructuosus was bishop of Tarragona in the year 259 when a persecution raged. He was arrested at night, with two of his deacons, and spent a week in prison, where he managed to baptize a convert. Then he was brought before the governor.

"Do you know what is in the new decree of the emperors?"

"No, but whatever it may be, I am a Christian."

"The emperors command all to sacrifice to the gods," said the governor.

"I adore one God, who made heaven and earth and all things therein."

"Are you aware that there are gods?"

"No."

"I will soon make you aware of it."

Fructuosus, by way of answer, lifted his eyes to heaven to the only true God. The governor was furious.

"If a man refuses to worship the immortal gods and the emperors, what on earth will he fear or adore?"

The deacons answered like their bishop, and all three were sentenced to be burned alive at once. At the stake the fire seemed to respect their bodies but burned the cords that bound them, so that they were able to lift their hands crosswise in prayer until the smoke stifled them. Two Christian slaves of the governor

saw the heavens open and the three martyrs carried up, with crowns on their heads, to reign with the one true God.

Application

In the early centuries of Christianity, thousands of martyrs were put to death because they refused to adore more than one God, whom their Christian religion taught to be the only true God. Their service of that one God went so far as to give up their lives for Him. Compared to this greatest sacrifice, how little are the sacrifices you make in the service of God!

QUESTION 15 (25)

SAINT CECILIA

On the evening of her wedding day, with the music of the marriage hymn ringing in her ears, Cecilia, a rich, beautiful, and noble Roman maiden, renewed the vow by which she had consecrated her virginity to God. The heart of her young husband, Valerian, was moved by her words and he received baptism. Within a few days he and his brother, Tiburtius, who had been brought by him to a knowledge of the Faith, sealed their Faith with their blood.

Cecilia was accused of being a Christian. The threats of the pagan prefect did not weaken her love for Christ.

"Do you know," she answered, "that I am the bride of my Lord Jesus Christ?"

The death appointed for her was suffocation, and she remained a day and a night in the hot-air bath, heated to seven times its usual temperature. But the heat had no power over her body. The executioner sent to sever her head from her body struck with trembling hand the three blows which the law allowed, and left her still alive. For two days and nights Cecilia lay on the pavement of her bath, with her head half severed, fully conscious, and joyfully awaiting her crown. On the third day the agony was over, and the virgin saint gave back her pure spirit to Christ in the year 177. The Christians buried her just as she lay in death, with her partially severed head facing the floor, and *three fingers of her right hand and one finger of her left hand set forward as a proof of her faith in the truth that there is only one God in three divine Persons*. About the year 300 her body was exhumed and was found in the same position — incorrupt.

Application

St. Cecilia died rather than give up her faith in the Blessed Trinity. Her act of faith is miraculously preserved to this day. Is your faith as deep as that of St. Cecilia? Remember the Blessed Trinity is present in your soul as long as you are in the state of grace. Frequent prayer to God who lives in your soul is the best act of faith in the Holy Trinity.

QUESTION 16 (29)

SAINT AUGUSTINE AT THE SHORE

St. Augustine was one of the most learned men of all times. One day he was walking on the seashore. He was thinking of the mystery of the Most Blessed Trinity, and trying to discover a way to explain it to the people in his sermons and in the books of instruction which he intended to write.

Suddenly he saw before him a child playing on the shore. The lad had made a little hole in the sand, and was taking water out

*Sacred Heart Seminary, Girard, Pa.

of the sea with a small shell and pouring it into the hole. The saint stood for a few moments watching the child. Going up to him he said:

"My child, what are you doing?"

The child answered, "I am going to empty the sea into that hole which I have made in the sand."

The learned Augustine smiled at this childish talk. "That is impossible," he said. "Don't you see that the ocean is much too large to fit into the hole you have made?"

The child replied, "*It would be easier for me to do that than for you to understand the mystery of the Holy Trinity.*"

The child was an angel.

Augustine was quick to learn. He stopped trying to understand fully this deep mystery. Humbly he bowed his head in faith and adored God by saying, "Glory be to the Father, and to the Son, and to the Holy Spirit."

Application

You can never fully understand how the three divine Persons, though really separate from one another, are one and the same God. That deep truth is hidden from your understanding; it is a mystery. It shows how little your mind is, and how infinitely great God is.

Lesson Four

CREATION AND THE ANGELS INSTRUCTION

God, the *Creator* of heaven and earth, made all things from nothing by His almighty power. The chief creatures of God are angels and men.

The *angels* are created spirits. They do not have bodies, but they have understanding and free will. When God created the angels He gave them great wisdom, power, and holiness. Not all the angels remained faithful to God. Some of them sinned.

The angels who remained faithful are called *good angels*. They entered into the eternal happiness of heaven where they see, love, and adore God. The good angels help us by praying for us. They act also as messengers from God to us and serve as our guardian angels. Your guardian angel helps you by praying for you, by protecting you from harm, and by inspiring you to do good.

The angels who did not remain faithful to God were cast into hell. They are called *bad angels* or devils. The chief way in which the bad angels try to harm us is by tempting us to sin.

Some *temptations* come from the bad angels. Other temptations come from yourself and from the persons and things around you. You can always resist temptation because no temptation can force you into sin. God will always help you if you ask Him.

QUESTION 17 (35)

TREASURE HUNT

Tim went to a children's party. One of the games was a treasure hunt in the garden. Each child was given an envelope containing the first clue. Tim's message said: "Look in the tool shed." Searching in the tool shed, he found another message under a flowerpot: "Try red." The only red he could see in the garden was some geraniums, and among them he found a third message: "Apples are best." He discovered an apple tree, and after examining it carefully, found a tiny note tied to a branch: "Three steps to the south." The three steps brought him to the garden wall, where he noticed a hole in the bricks. In the hole he found the treasure — a silver dollar!

When he got home, he told his mother about the game. She said, "I hope you thanked Mrs. Smith for the silver dollar."

"I thanked her for the party, but not for the silver dollar, because I found it myself."

Catechism Stories

"Silly boy! Mrs. Smith asked you to the party, and put the dollar in the wall for you, and arranged all the clues for you."

"Did she? Well, next time I see her I shall thank her for everything."

Application

The many beautiful things you see in nature, such as flowers, fields, rivers, skies, are all clues which lead you to find God. You say, "How wonderful must the person be who made all these things!" God made all things that through them you might find the Treasure — which is Himself.

QUESTION 18 (36)

FIRST TELEGRAPH MESSAGE

In 1844 the first telegraph message was flashed from Washington, D. C., to Baltimore, Md. Carefully and laboriously the wires had been strung. Anxiously, even doubtfully, men stood about the crude instruments. The inventor, Samuel Morse, sat tense and eager.

What would be the first message? What would be the first words flashed along the magic wires? Breathlessly Baltimore listened. At last, slowly, almost solemnly, came four simple words, four short but meaningful words. And they were: "*What hath God wrought?*"

When Morse discovered the energy that could carry sound through wire, he could not help but think of the One who put that power there. He seemed to ask, "What new wonder of God's creation is this?"

Application

Before God created the wonders of nature, He made the angels, pure spirits who have power, free will, and intelligence like us. Unlike us, they have no bodies. God created man, the king of creation, in order that man might be the principal inhabitant of the palace God had made for him, and especially that man might use the creatures which God's power and wisdom brought forth — for the glory of God.

QUESTION 19 (37)

ISAIAH AND DANIEL

The Prophet Isaiah saw in a vision the Lord God Almighty sitting on a high throne. His glory filled all the place. Near to God stood those angels who are called the Seraphim. They veiled their faces with their wings before the blaze of God's glory, as we put our hands to hide our eyes from the blazing sun. Seeing God, they cried out in wonder, "*Holy, Holy, Holy, Lord God of Hosts, the earth is full of His glory.*"

The Prophet Daniel saw a throne placed in heaven. God was sitting on it. From the throne came a swift stream of fire. The numbers of angels who were around God could not be counted. Thousands of angels ministered to Him and ten thousand times a hundred thousand stood before Him.

Application

The angels are spirits; they have no bodies. They spend eternity praising and glorifying God, the Supreme Being who is above all creatures. The same Lord God Almighty is in the soul of him who is in the state of grace or receives Holy Communion. The immense army of angels adores God there. The angels might cry out in wonder, "Holy, Holy, Holy Lord God Almighty, whose glory fills the soul of His creature."

A Guidance Program for Grades V-VIII

*Sister M. Veronica, O.P.**

DECEMBER

Dedication: The Child Jesus.

Aspiration: Come, Jesus, live in my heart and soul.

Hymn: Infant Jesus, Meek and Mild
(Fischer Hymnal).

Special Intention: For children who are that day tempted to commit their first mortal sin.

Consideration: Patience.

1. Do I take defeat gracefully?
2. Do I attempt hard and disagreeable tasks once in a while?
3. Do I give the most comfortable chair to my mother, father, or to elders?
4. Do I crowd at the fountain, or in the halls or at the door?
5. Am I cheerful when the meals do not suit my taste? Or when asked to do an errand when I have just started a game?

PRACTICE

First Week: To make a conscious effort to keep my temper in check when it is rising because I can not have my own way.

Second Week: To show a special act of courtesy to someone I do not like.

Third Week: To keep trying cheer-

*St. Anthony School, Garden Plain, Kans.



ADVENT WREATH AND CANDLE

Color a part of the candle each day that the suggested resolution is kept. For every "extra" act of virtue consciously practiced (perhaps a previous month's resolution) color one or more leaves in the wreath.

fully when I have a task which is difficult or long (perseverance).

Fourth Week: To show sympathy and give help to anyone who is in any difficulty, however small.

Special Saint for Study: St. Stephen
— December 26.

Stimulated Spelling

*Sister M. Wilfrid, O.S.F.**

it printed and written, and hear it pronounced, thus receiving four impressions. This ought to fix the picture of the word definitely upon their minds if they concentrate at all. A good teacher will have her own helpful method of dealing with the few who fail.

Some Objectives

The teacher realizes that she must have definite objectives in mind in the presentation of each lesson. She must have a sincere aim to increase the child's desire to spell correctly. Both the teacher and the pupil must pronounce the words correctly. The meaning of the word must be understood as well as the number of syllables of which it is composed. The teacher must sustain the self-assurance of the child so that the word will be added to his permanent vocabulary. The child's power of perception and observation must be increased through the correlation of spelling with other subjects.

Exercises of many kinds may be used effectively, but constant drill work and repetition is necessary to clinch and impress the words upon the mind if the repeated words are to be spelled correctly each time. Just writing each word five or ten times does not always help to reach a desired goal unless the words are spelled correctly each time. Careless repetition is a waste of time.

Often the teacher's individuality is a guiding force in methods. If she is keenly alert toward perfecting the technique of teaching spelling, she will keep the children's interest stimulated through honest rivalry such as oral and written contests, and spelling matches in which the choosing of sides adds to the determination to win.

Some Devices

Another means of motivating interest is to inject a few competitive games—games such as the well-known spelling baseball game; building anagrams, especially from well-known persons' names; homonym game in which only nouns are involved; and language relays which is an assumed name for supervised, blackboard spelling.

In the language relays my class is governed by the following procedure: there are five rows of seats in the classroom with nine desks in each row. The first row running from the first desk to the last in the rear of the room is made responsible for some ideal nouns, the second row must add verbs, the third may insert adjectives, those in the fourth row will place adverbs in their proper places, while all in the fifth row must add phrases and the correct punctuations. At a given signal each one in the first bench of each row will go to the board one at a time. The first one writes any noun that he wishes with some article, leaving room for the second child to place the adjective, and the like until the five pupils

Teaching children to spell is a challenge to every teacher in elementary school or high school. It involves both the choosing of the words to be learned and the method of learning them. It is a problem not confined to the arts of communication but extending into all fields of study. Until we understand their association with the eyes, ears, vocal organs,

and hands, the spelling of words and the perception of speech sounds will be considered difficult.

To break the monotony it is essential that the spelling lessons be given in varied ways. The pretest followed by assimilation of words and the teach—study—test methods seem to follow a sound psychological reasoning since they follow the sensory routes. By following this procedure the children read the word, see

*303 South Third St., Sterling, Colo.



The Spelling Record Chart Devised by Sister Wilfrid's Pupils.

across the room have offered their contribution.

The list of words must form a complete sentence in which the spelling of each word is subject to orderly criticism given tactfully. This is repeated until each row in the room has had a turn. The row having the fewest errors wins. It may be well to mention that the score keeper must be an accurate speller. This suggestion may not be a panacea for all ills but it is a means of accomplishing a worth-while objective. Writing short accounts of some newsy event that occurred on the way to school, or some everyday experience provides another interesting manner of conducting a spelling lesson with fine results, if the pupils are good critics—as distinguished from fault finders.

Recording Devices

Other excellent incentives for growth in the art of spelling are graphs, mnemonic devices, progress charts, personal graphs, accumulated class records of progress, and original charts of an artistic nature such as the one illustrated here.

Having a few good artists in the room will help to build up an inspiring and useful bulletin board. Several children worked together in a group and drew the spelling chart figures and designs. The letters were then cut out and mounted upon the drum. On this drum two A's appear for the simple reason that our school extended an invitation to all parents to attend a student-parent night. All worked especially hard to obtain a high mark which is proved by the two markers stationed at A. One marked "Girls" and the other marked "Boys."

After every test two pupils, a girl and a boy, go to the blackboard and as the names of the class are called for the purpose of having the teacher record their marks in the daily record book, these two ready recorders will add up the averages upon the board under

the titles of, "Girls and Boys." In a very short time before the vision of all, the averages are recognized and confirmed. The right of appeal is permitted and adds to the social stimulus. If any errors are noticed they are corrected immediately. According to the percentage earned one of the committee will place the little labeled drum major near the respective score achieved by the test. If it happens that other averages are earned, someone can cut out and replace the correct ones on the drum as the need presents itself.

You Can Make Designs and Posters

*Sister Anne Mary, O.P.**

There is insufficient material available to the elementary teacher in the way of seasonal designs of a religious nature. As a result, naturalistic themes dominate the classroom displays of many parochial schools, primarily for lack of any other equally helpful patterns. Jonquils and tulips and sailboats are good. But where can one find help on a Blessed Imelda, patroness of First Communicants, when her feast occurs in May?

The Solution

More ready-made designs would be welcomed by the home-room teacher who considers herself personally bereft of originality and artistic talent. They would not, however, be as useful as another solution, the cultivation of both the teachers' and the students' resources. Even after learning to reproduce designs by basic methods of enlargement,¹

* Siena College, Memphis 5, Tenn.

¹If a projector is not available, or if the original cannot be inserted in a machine, then the design (or a tracing of it) can be blocked off by lines dividing it in half

Because the classrooms here in general are frequently visited, the children take great pride and interest in display charts. It has helped greatly to bring up spelling averages as well as the much needed understanding and co-operation of parents.

Directly under the pictures of the Sacred Heart to the right and to the left of the drummer, the names appear of the individuals who have acquired an average of 93 per cent and above, in the spelling assigned for the week.

Co-operation

When a child's interest is at stake, he will eventually make observations to his own advantage. For instance, if one of the class persists in frequent errors, *group co-operation* may do wonders as this recent incident proves. One of the best players on the school team for basketball was falling low in spelling. The boys feared that they might lose him if he did not meet the requirements, so, of their accord and initiative, they began to tutor him. This wholehearted participation won the day. It is surprising sometimes what buddies can accomplish through team work and good will.

While these are just a few tried out suggestions to break the regular routine, it all reverts to an old saying, "Success in any undertaking requires effort on the part of all participants."

many people will not attempt original compositions. They stress their lack of detailed knowledge of the subjects which interest them, or else, their lack of vivid imagery even on familiar topics.

A Matter of Research

Neither of these deficiencies need be a final stumbling block. If the issue is seen as reducible to one of research, both teachers and children realize that it need not be considered too formidable. The planning of a St. Patrick's Day design required nothing more devious than recourse to a *Webster's New Collegiate Dictionary* for illustrations of: a shamrock, a Celtic cross, typical vestments of a bishop, and such accessories as a crosier. A green background with a few snakes, obviously on their way out, plus the information that a bishop when in his own diocese holds his

horizontally and vertically. Each of these sections can be further divided in half until no block has too many details in it. In a similarly blocked area, scaled to the needs of the enlarger, the design can be reproduced without error of proportion.



The same figure may appear in several posters, sometimes representing different persons. The Dominican friar, St. Thomas, in the Angel of Purity scene, doubled in the Rosary group as St. Dominic. One of the angels was used in the March 25 combination. The kneeling Blessed Virgin of the Annunciation was used again at the Christmas crib, where the angels relegated to the background, again figured.

crozier with the crook of it toward his flock, not toward himself, filled out the needed details. Other general references such as an encyclopedia and daily missal often furnish reasonably satisfactory models.

And Adaptation

Naturally, the illustrations with the least shading and most definitized outlines are best. Even those which do include too much inextricable detail often may supply outlines for silhouettes. At first these models will be incorporated into the poster or bulletin board decorations much as they occur in the source. Gradually, as confidence and skill improve, variations will be introduced in keeping with the specific needs of the project. This capacity to adapt is at the basis of what is called originality. The new grows from a matrix of the old. Even the most proficient designers keep files of reference material.

Compatible With Group Activity

The collection of material and adaptation of it can be made part of a class project. When the classroom displays are part of an integrated teaching unit, much of this research will have been done already. Discussion of the possibilities of the proffered material and final selection can be carried on profitably by the group as a whole. A discriminating choice will take into account the type of art materials to be used, the size of the exhibit, and the complexity of pattern which members of a given class can handle.

And With Economy

Economy is possible without sacrificing effectiveness where the school budget or the teacher's lack of time or training impose limitations. Often the year's high lights can be planned so that certain units can be used in several different compositions. This was done in the third- and fourth-grade classroom at St. Agnes Academy, Memphis, Tenn., where a March 7, March 25, October Rosary group, and a Christmas scene each incorporated some common units.

Both the extra time spent in turning out a finished product and the careful choice of materials were justified by the repeated use to which the units were put. When the items are used in the order listed the interest value of novelty is not seriously impaired, since there are two school terms with different classes involved. On the other hand, the unit addition angle can be emphasized by making the pro-

duction of the new portion one of the regular art class activities. If the design is mimeographed, each section on its proper color construction paper, the careful cutting out and assembling of the new figure is not too difficult even for the young child. The classes mentioned above did this with the figure of the kneeling Blessed Virgin and of Blessed Imelda to their own great satisfaction.

Glory to God; Peace to Men

Sister Mary Amata*

CHARACTERS: 10 angels (girls) for "Glory to God;" 10 angels (boys) for "Peace to Men."

[Angels fly in on stage holding a star with letter on it; form double file around manger then slowly and reverently recite in unison]:

"Glory to God in the highest and peace on earth to men of good will."

[Then each angel recites his part.]

G: Give to Jesus on His birthday
L: Love from hearts all pure and kind.
O: Offer Him your gift in gladness.
R: Round His crib much peace you'll find.
Y: You can cheer Him in this manger.

T: To His heart much joy you'll bring.
O: O just ask earth's little Stranger

G: Grace from Him that He be King
O: Of our hearts and of our family
D: Down the years that life may bring.

P: People did not know this Baby.
E: Everywhere there was no room.
A: All was sad for our dear Lady.
C: Cold and tired she hoped that soon
E: End would come to search for lodging.

*St. Joseph Convent (Motherhouse of the Sisters of Mercy), 160 Farmington Ave., Hartford 5, Conn.

T: To the cave St. Joseph led her
O: On that first dark Christmas night,

M: Many angels came from heaven
E: Each with love and songs so bright
N: Now let us be His delight.

[Angels form semicircle around crib and slowly and reverently recite in unison]:

"Glory to God in the highest and peace on earth to men of good will."

[Angels bow reverently in turn as they recite]:

GIRLS: We praise Thee.
BOYS: We bless Thee.
GIRLS: We adore Thee.
BOYS: We glorify Thee.

ALL: We give Thee thanks for Thy great glory
O Lord God heavenly King
Lamb of God Who takest away the sins of the world have mercy on us.
Lamb of God Who takest away the sins of the world receive our prayer.

[All kneel and recite: "Take my body, Jesus," or some other prayer.]

Words from: I Talk With Jesus

Christmas Night

Slowly

S.M.L.O.P.

That ho - ly Christ - mas night, The an - gels came to earth In
The Moth - er held her Babe, And lov - ing - ly a - dored, While
Now, I have come dear Lord, Your lit - tle Self to love, That
lit - tle Beth - le - hem And sang of Jes - us birth.
Jos - eph knelt in prayer To thank the lit - tle Lord.
I may hap - py live With you at home a - bove.

One of a series of hymns for younger children by Sister M. Limana, O.P., 3774 N. 12th St., Milwaukee 6, Wis.

The Mystical Body in the Primary Grades

Sister M. Kenneth, S.L.*

The annual visit of the "School Days" photographer was scheduled in our school for the end of October. Soon after his departure, the mailman brought us a box with dozens of envelopes of pictures. In addition to the individual pictures for the children there was a set for each teacher. These pictures were wonderful treasures! We had great fun looking at "our" children, noticing little individual characteristics: this one's toothless smile or that one's self-conscious frown. The teacher's envelope opens up a world of possibilities for classroom use. The first-grade teacher used her set in "Mary's Garden" with each child's picture in the center of a flower. The fourth- and fifth-grade teacher posted on her bulletin board the pictures of those in her class whose families were saying the "Family Rosary." So the question uppermost in my mind was, "What shall I do with my sixty-four second and third graders' pictures?"

A Needed Lesson

A recess playground battle, a little act of selfishness over a candy bar, and a glimpse of "interracial antagonism" between two small sons of God decided the need. My class needed a strong dose of the doctrine of the Mystical Body of Christ in a form that each child could grasp and use in a practical way. On a

large sheet of golden-hued poster paper was painted a vine with its branches. In the center of the vine at the top was a picture of Christ, and on the branches were pasted all the pictures of the children. The drawing doesn't resemble a grapevine too closely because, as you can see, it is too stiff and conventional to allow room for the many pictures; but clusters of grapes on the top branches helped to create the impression. The caption, "I am the Vine; you are the branches," completed the poster.

I Am There

Any teacher knows the reaction of her class to something new. The poster was large and colorful, but the feature guaranteed to capture attention was the thrill of each child seeing his own picture on the chart. The questions the children asked before the morning bell were numerous and gratifying; for, as you know, so much of the success in putting over this doctrine, or any other, hinged on their interest.

Right after our opening exercises, I started out "introducing the Mystical Body." I explained the poster quite simply by showing the relationship of branches to a vine, and by pointing out the uselessness of a branch apart from the vine. All of this was done without reference as yet to the pictures of

Christ and the children. Had it been spring-time, we might have brought a branch into the classroom where the children could easily see what happens when it is separated from its parent tree or vine. They would have seen that within a comparatively short time the leaves curl up, wither, and die; and the branch becomes dry and brittle, good only for firewood, with all the original loveliness gone. They would have seen, also, that out in the yard on the vine or tree from which the branch was taken, its sister branches were still beautiful and green. However, though we could not use this example, every child knows how the fruits of nature—her leaves and flowers—lose their beauty when removed from the source that gives them life.

The step from *any* vine and its branches to the Mystical Vine and its branches is a simple one. Christ is the Vine, and we are His branches. We depend in every way on Him for the life and beauty of our souls. Apart from Him we wither and die and are good for nothing save firewood. We are intended to remain close to Christ, to receive our supernatural life from its Source, and to nourish this life with His sanctifying grace.

Good and Bad Branches

In a later class we discussed how branches can become diseased slowly and gradually, until finally they die and must be cut from the vine. We pointed out, also, that with one stroke of a sharp knife or ax a branch could be removed from its source of life, the vine. We mentioned that some branches were more beautiful than others, perhaps because they received more sun and more nourishment from the vine. Then we made the transfer to ourselves again and asked if we, too, could become diseased and be cut off from Christ, or if we could become more beautiful, and how?

*Loretto Heights College, Loretto, Colo.

No end of application is possible here, depending, of course, on the grade level of the class. We were preparing to receive First Holy Communion, so it worked out perfectly for our needs. The children could realize that sin is a disease that can gradually weaken the soul, and that a single mortal sin will quickly, sharply cut the soul off from Christ. We observed, also, that with a farmer's care a diseased branch can be pruned and tended until it regains its former vigor. So, too, with confession, the pruning knife of the soul, the soul in sin regains its former beauty, and it is reinstated in its reunion with Christ.

The Cure

To illustrate the deadly character of mortal sin, we removed a child's picture entirely from the chart and poised it over the wastebasket until one of the children offered the solution to replace it in its former position. The answer, of course, was confession; and putting the picture back in the place from which it had been taken (to the evident relief of the entire class) illustrated God's goodness to the soul in restoring it to its former beauty through the sacrament of penance.

Next, we wanted to discover ways to become more beautiful members of the Mystical Body of Christ. We were learning about grace, so the application was apparent. The grace of God is what gives us sanctifying life. The more grace we have the more like to God our soul becomes. The more grace we have the more holy and beautiful our soul is and the better branches we are of the Mystical Vine of Christ. Then, came the question, "How can we grow in grace?" Any First Communion class is already prepared with the answers. The result was another chart, this time with only printed words, which we placed next to the Vine and its branches. It is not shown in the picture, but the following is a copy of it.

WE WANT TO BE LIVING, GROWING BRANCHES OF CHRIST, THE VINE

1. GO TO CONFESSION AND RECEIVE HOLY COMMUNION OFTEN
2. ALWAYS TRY TO REMEMBER OUR MORNING AND NIGHT PRAYERS
3. SAY LITTLE PRAYERS IN BETWEEN TIMES
4. BE OBEDIENT AT HOME AND IN SCHOOL
5. BE KIND TO OUR CLASSMATES AND PEOPLE WE MEET
6. LOOK FOR WAYS TO HELP OTHERS WITHOUT BEING ASKED

The Means of Grace

The children had already learned that through prayer, the sacraments, and good works the grace of God is freely given to all of us. The list on this new chart was an outgrowth of our classroom discussions in preparation for receiving First Holy Communion, as we tried to tap all the sources of



These children learn about the Mystical Body of Christ.

gaining grace. The list could be longer, with divisions and subdivisions added at the teacher's discretion. However, the point was clear; and it does not seem presumptuous to say that each child knew that grace is the all-important factor in supernatural growth, and that it is ours for the asking through these simple means.

After establishing these few fundamentals, it was time to "tackle" the initial problems: the playground conflicts, for example. The title "Mystical Body" had not been mentioned in so many words as yet, but now it was time to write it on the blackboard and begin to use it. I explained that it was like the Vine and the branches: Christ is the Head and we are the members of His Mystical Body, as the hands, arms, legs, and the like are members of a child's body. It isn't a body that anyone can really see, but it is really a body in a "mystery way." Children love mystery and readily accept the concept of a mystical body.

If there were gaps in the teaching, and doubtless there were, the children apparently bridged the gap in their own minds, for it presented no problem to them when we went on to the discussion of how the members of a body help each other: the hand combing hair, brushing teeth, and the like. (They made their own list after a few examples.) Then we saw that if the tooth ached so did the head, and all the other members of the body suffered, too, in some way, and sought a means to alleviate the pain of the suffering one. At this point all the little heads were nodding in agreement (remembering, no doubt, the "baby

teeth" they were losing right now) and even the least enlightened could grasp the idea of how all the members belong together, work together, suffer together, and are not whole as they are meant to be if one is ill or missing. The children readily found the relationship between the members of a human body and the members of Christ's Mystical Body.

All of Us Are There

We discussed how all of us are one-in-Christ and that we belong together, work together, pray together, play together, and are meant to be "together in Christ," always. We saw that a family name or the color of our skin is not important because we are all one family in Christ. In our predominantly Spanish-American community this knowledge and realization of unity with each other and with Christ are tremendously important as a means of lessening any feeling of inferiority or inequality that has, unfortunately, survived even in our so-called "enlightened generation." This close relationship was easily demonstrated on the chart.

So with the playground quarrels; for with repeated use of the poster, pointing out the mystical relationship and closeness of each child, they grasped the idea eventually that what hurt one member actually hurt all members—even themselves. How could they receive the same Christ in the morning at Mass with their little playmates, re-establishing their "oneness," and then be fighting like little demons by noontime? The same with selfishness: the mean, selfish child, who deliberately

tantalized his playmates, was not doing his share to make the branches more beautiful; and he was making himself unhappy as well as others. And what about those others? They, too, had a lesson to learn: not to mind teasing too much, and for their share in the work of the Mystical Body to offer their disappointment to God to make up for the one who was detracting from the beauty of the whole.

Each Branch Helps

The possibilities are limitless: the poster stayed up until the end of the school year, and it was used over and over with new ideas. In November we prayed for the Poor Souls, the suffering members of the Mystical Body. In May we followed the idea of reparation for the wayward members of the Mystical Body as requested by Our Lady of Fatima. In the Mission Week we remembered the faraway members and those who are waiting for our prayers that they, too, may receive the glorious gift of the Faith.

Did it work? Did the children of this second- and third-grade group really understand the doctrine of the Mystical Body? Witness hardheaded, pugilistic Fausto, gifted in the fine art of fisticuffs, constantly wearing the proverbial "chip on the shoulder," and loving nothing so much as a fight, bursting into the room during a noon hour with fists clenched, and almost in tears. "Sisters, I *didn't* hit him . . . but I *wanted* to . . . he called me a name . . . but I just ran away . . . I didn't hit him, 'cuz he's my brother!" Or watch Donna on the playground pulling one of her playmates away from staring at a cripple hobbling by on his crutches. We overhear, "We shouldn't stare or laugh at him. We should be kind because he belongs to the Mystical Body." Finally, Pat whispers on her way out at three o'clock, "I'm going to Mass and Communion tomorrow and get grace to be a better 'branch.'"

Third-Grade Theology

There are other examples, but here's my favorite. A high school boy came in at recess one morning to return his little brother's report card. After staring at the chart in the front of the room, he asked what it was all about. A third-grade "theologian" gave this "nutshell summary": "That's the Mystical Body. Christ is the Vine, and we are the branches. Everybody in the whole world could have his picture there because we all belong to Christ, just as branches belong to a vine. We can be good or bad branches, and if we are bad we just cut ourselves off the Vine and lose our souls. If we want to be good we can grow in grace, which makes us beautiful branches, by doing all those things on the chart, and lots more, too. See?" He saw, and I saw what he saw, and what more could I ask to see?

The Joyful Mysteries for Children

Cecil F. Parlett*

These verses were written separately for various lessons in religion, hence the varying meter. They may be recited together as a feature of a Christmas program.

THE ANNUNCIATION

Out of the blue of heaven
The Angel Gabriel came
To a little town having Naz'reth
For a name.
Being sent He spoke
To a maiden there,
Mary, as she knelt
In her house at prayer.
"Will you be the Mother of God?"
He softly said.
Mary rose and smiled.
She nodded her head.
"I will gladly do
All God wants me to."
And away Gabriel flew
With shining swiftness
To tell God Mary said, "Yes."

THE VISITATION

Over the hills of Judea
A lovely Lady came.
Naz'reth was her home town.
Mary was her name.
She came to help Elizabeth,
Her cousin, soon to be
The mother of John the Baptist.
We call this charity.
When Elizabeth saw her
Knowing God lived now
In Mary's heart, she said,
"Blessed art thou."
And Mary filled with joy
With graces from above
Sang the "Magnificat."
It was her song of love!

THE NATIVITY

Baby Jesus was born
On Christmas morn
At Bethlehem
To save all men.
The angels came
To tell His name.
And shepherds poor

Came to adore.
A star of light
Shone very bright,
For Jesus was born
That Christmas morn.
He did not fear
For Joseph was near.
And Mary's arms
Kept Him from harm.
Her heart sang,
As ours do,
I love You,
I love You.

THE PRESENTATION

Mary and Joseph climbed the hill
And up the Temple stair,
Carrying the Holy Child,
For they must bring Him there.
An offering of turtle doves,
The offering of the poor,
They brought with them
For they could give no more.

Anna and holy Simeon,
Who always prayed there,
Held out arms of joy
To the Babe so fair.
They knew that He was God,
Their Saviour from above,
And some day He would say,
"This is the breadth of My love."

THE FINDING OF JESUS IN THE TEMPLE

Mary with Joseph was so glad
To find her little Son.
They had searched three days
For this loved One.
They found Him in the Temple
Speaking with great ease
To the learned doctors,
The Scribes, and Pharisees.
Mary spoke with quiet voice —
"Son we've looked for You."
He replied "Did you not know,
I have My Father's work to do?"
And because He was the Holy Child,
He filled their hearts with joy.
Then went gladly home with them,
Like any little boy.

*Haddon Hall, Atlantic City, N. J.

CHRISTMAS WISHES

First child:

I wish I were the manger rude
To hold the Child so fair;
I'd change into a golden crib
All decked with jewels rare.

Second child:

I wish I were the golden straw
That pillowed His dear head;
I'd tell Him many a secret
When tucked all safe in bed.

Third child:

I wish I were the coverlet
Right close to the Baby's cheek;
I'd keep Him warm and cozy
From the winter wind so bleak.

Fourth child:

I wish I were the lambkin,
So frolicsome with fun,
Brought by the humble shepherds
To play with Mary's Son.

Fifth child:

I wish I were a shepherd boy
On Juda's hills that night;
I, too, would hasten over
To see the wondrous sight.

I'd kneel with Mother Mary
Beside the manger crib
To worship her dear Jesus
In swaddling clothes nigh hid.

I'd ask to hold the Baby
So beautiful and bright,
And ere I gave Him back again
I'd kiss Him sweet good night.
— Sister Maria Fabian, C.S.M.*

*SS. Peter & Paul Convent, 61 Southmayd Road, Waterbury, Conn.

ENERGY FOODS IN SCHOOL LUNCHES

James M. Hemphill, supervisor of the California public schools lunch program, urges in a bulletin to the schools that energy foods be included in all school lunch diets:

"In addition to proteins, minerals, and vitamins, it is necessary to have foods in the diet that provide fuel for energy. Fats and carbohydrates are fuel foods. Carbohydrates include sugars and starches. The best indication of whether the individual is eating the right amount of fuel foods is found through analysis of his weight in relation to his height, age, and body structure. If the individual eats less fuel foods than he needs, he is underweight. If he eats more than he needs they are stored in his body as fat. A reasonable amount of body fat is considered desirable especially in children and adolescents.

"All natural foods contain some carbohydrate or fat. Some contain much more than others. The most important consideration in

Greetings to Santa Claus
Sister M. Cassilda, O.S.F.

Lively march rhythm

all so glad to see you here. You've been so far a-way. Then stay right here and so-in us in our Christmas round-e-lay. Then hur-ry now un-load the gifts you car-ry in your sack. Then

Chorus

Sing, sing, sing It's time for Christmas cheer Let's

give three cheers for San-ta Claus. Who comes but once a year. (cheer)

choosing fuel foods is that the most beneficial ones will also supply minerals and vitamins and possibly some protein. Refined sugar is a pure carbohydrate that provides fuel for the body but nothing else. On the other hand, such foods as fruits or molasses furnish not only sugar, but also vitamins and minerals.

"Cooking fats and bacon provide fuel for the body. Butter and enriched margarine provide fuel and vitamin A. Whole grain cereals provide carbohydrates, minerals, and vitamins; refined products such as white rice and un-enriched white flour contain carbohydrates but little if any minerals and vitamins."



Richard Everett of Grade 7, Blessed Sacrament School, Savannah, Ga., views a Nativity scene he made of clay. The tiny figures are painted in colors. Sister M. Christine, R.S.M., is his teacher.

Catholic Education News

AD MULTOS ANNOS

★ **VEN. BROTHER COLUMBA, O.S.F.**, president of St. Francis College, Brooklyn, was honored by students, alumni, and faculty on October 4, the occasion of his completion of 25 years as president of Long Island's oldest Catholic institution of higher education.

★ **REV. IGNATIUS W. COX, S.J.**, of Fordham University, celebrated his golden jubilee as a member of the Society of Jesus on October 19. Father Cox has been associated with Fordham for the past 31 years as professor of ethics and religion. During that time he has lectured, preached, given radio addresses, and has founded and edited the *Jesuit Missions*, missionary magazine of his order.

★ **BROTHER HONESTE CELESTINE, F.S.C.**, professor of biology at Manhattan College, N. Y., celebrated his golden jubilee on November 1. His teaching career of 42 years at Manhattan is the longest consecutive residence on the college faculty.

★ **MOTHER M. KATHARINE DREXEL** and her co-workers in the religious community of the Sisters of the Blessed Sacrament for Indians and Colored People celebrated the golden jubilee of the founding of the first Indian mission on October 30. Mother Katharine, now 94, journeyed with members of her newly formed community to the Arizona desert in 1902 to form there the first Indian mission, St. Michael's School for Navajo Indians.

HONORS AND APPOINTMENTS

Two Catholic Educators on UNESCO Committee

At a recent meeting of the U. S. National Commission for UNESCO, Raymond F. McCoy of Xavier University, Cincinnati, was re-elected to the executive committee, and George N. Schuster, president of Hunter College, New York City, was elected to the committee.

At the meeting, Dr. McCoy represented N.C.E.A., Dr. Schuster attended as a representative of state and local governments. Another Catholic educator, C. Joseph Nuesse, professor of sociology at the Catholic University of America, represented N.C.W.C.

Brother Bernard Peter Appointed

The Board of Regents of the State of New York appointed Brother Bernard Peter, F.S.C., a member of an advisory committee to assist the State Education Department in defining the best elementary school program as an objective for the state. Brother Bernard is supervisor of the Christian Brothers schools.

Iona College Appointment

Brother Samuel A. Ryan of the Christian Brothers of Ireland has been appointed Vice-president of Iona College, New Rochelle, N. Y. He succeeds Brother Alphonsus L. Pakenham, who has been named principal of Power Memorial Academy, New York City.

Brother Ryan, who will supervise the expansion program of the college and direct public relations in his new post, was the director of the gymnasium building fund of Power Memorial Academy for the past 6 years; the gymnasium is now under construction.

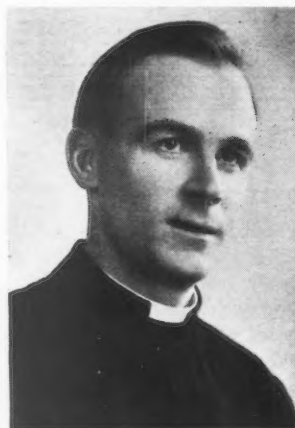
C.B.E.A. Chairman Elected

Sister Catherine Maria, C.S.J., has been re-elected chairman of the Catholic Business Education Association, eastern unit, at a recent meeting.

Brother Andrian Lewis, F.S.C., was elected co-chairman succeeding Brother Philip, O.S.F., new national president.



*Very Rev. Edward B. Bunn, S.J.
New president of Georgetown University.*



*Brother Samuel A. Ryan of the Christian Brothers of Ireland.
New Vice-President of Iona College, New Rochelle, N. Y.*

New President at Georgetown

Rev. Edward B. Bunn, regent of the Georgetown University dental and nursing schools, was appointed president of the university on October 11. He succeeds Rev. Hunter Guthrie who had held the post from early 1949.

Father Bunn, the 36th president of the 163-year-old Jesuit university, is a native of Baltimore and a member of the Maryland Province of the Society of Jesus. He has taught at Fordham University, New York, and Canisius College, Buffalo, and was president of Loyola College from 1938 to 1947. Father Bunn has recently been engaged in concluding negotiations and supervising architectural plans for the opening of a new Jesuit college in Wheeling, W. Va.

CALIFORNIA REPEALS TAX ON PRIVATE SCHOOLS

Recent election news from California reports a victory for parochial schools in the referendum issue concerning taxation of non-profit private schools. Latest tallies, taken from Los Angeles' *The Tidings* showed the referendum carrying a plurality of votes favoring exemption of private schools from taxation.

California has been the only state in the Union to impose taxes on non-profit private schools until recently the State legislative body repealed this law. The referendum issue was brought about by the petition of a sufficient number of misguided or bigoted persons, stalemating enforcement of the new law until a popular vote could be taken.

Absentee ballots numbering 153,000, not to be opened until Nov. 21, usually follow the same proportion as the vote cast at the polls, thus election analysts agree that the final plurality in favor of tax freedom for non-profit private schools will be about 65,000.

EDUCATIONAL MEETINGS

Catholic Ed. Association of Pa.

The 32nd annual meeting of the Catholic Educational Association of Pennsylvania was held, October 15-17, in Pittsburgh. "Co-operation of Home, Parish, and School in the Formation of the American Citizen" was the general theme of the meeting.

Very Rev. Msgr. Thomas J. Quigley, Ph.D., superintendent of schools of the Diocese of Pittsburgh, was local chairman and Rev. Thomas F. Reidy, O.S.F.S., M.A., principal of Northeast Catholic Boys' High School Annex at Philadelphia, was the convention co-ordinator.

Diocese of Buffalo

The 12th annual teachers institute of the Diocese of Buffalo was held, October 9-10, at Memorial Auditorium, Buffalo. The institute was under the patronage of Most Rev. Joseph A. Burke, D.D., Bishop of Buffalo, and directed by Very Rev. Msgr. Sylvester J. Holbel, M.A., superintendent of schools, and Rev. Leo E. Hummerl, M.A., assistant. The general theme was "The School and the Community."

Archdiocese of Chicago

A newly formed Archdiocesan Principals Club held its first meeting in St. Gertrude's parish center on September 27. His Eminence Samuel Cardinal Stritch gave his approval to the club praising it as a unifying force in the field of Catholic education. More than 500 nuns, Brothers, and priests attended.

Diocese of Richmond

The 17th annual teachers' institute of the Diocese of Richmond was held at St. Joseph's Villa, September 29-30. The main theme of the sessions was "The Problem of the Church in the South."

Archdiocese of Baltimore

The annual teachers' institute for the Archdiocese of Baltimore was held at Seton High School, September 26-27, under the sponsorship of Most Rev. Francis P. Keough, D.D., Arch-

(Continued on page 16A)



St. Patrick's School, Cedar Falls, Iowa, Designed by Frederick W. Mast and Associates of Waterloo, Iowa.

A Modern Building on a Small Site

St. Patrick's School. Cedar Falls, Iowa

Frederick W. Mast

Low-cost construction, plus efficient utilization of the available land area, were the objectives successfully attained in the design and erection of the new St. Patrick's School at Cedar Falls, Iowa. The building was constructed at a cost of \$108,000 or \$8.70 per square foot, excluding fees and equipment.

Because of its location near the congested business section of the city, there was no vacant property adjacent to the parish grounds to provide a larger site.

The architects, Frederick W. Mast and Associates of Waterloo, Iowa, overcame the space problem by designing a compact two-story-and-basement, fire-resistant structure which actually left more usable playground area than existed with the old school.

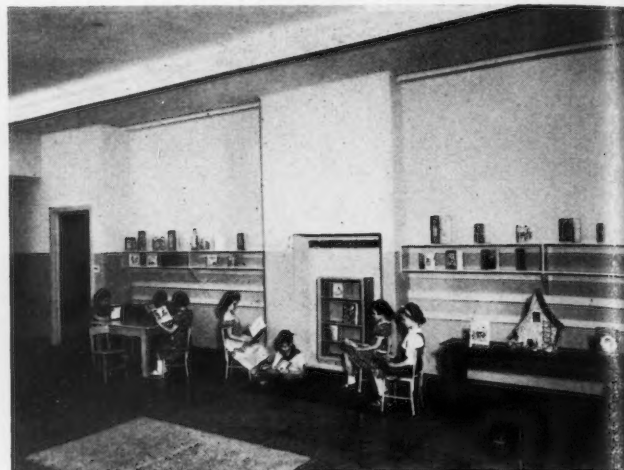
Modern Construction

Functional in design, the new St. Patrick's school features many of the modern advantages, including a light-directing glass-block fenestration system which provides the classrooms with glare-free, controlled daylight.

The present new school has six classrooms, three on each floor, but was planned so that additional classrooms may be added to the outside corridor wall at both first- and second-floor levels at a minimum of expense. Each of the rooms has a built-in steel bookcase and teachers closet unit. The three first-floor classrooms, intended for use by lower grades, are equipped with built-in wardrobes. Lockers in the corridor are provided for children using the second floor.

Adequate Lighting

Wall and ceiling colors for classrooms were selected to obtain maximum reflectivity from the fenestration system composed of panels of glass-block and clear-vision window strips. Prisms in the glass block direct the light upward to the ceiling from which it is reflected to the desks and working areas below. Installed above eye level, the glass-block panels distribute light more evenly to every section of the room, at the same time eliminating harsh contrasts and glare. The artificial lighting system was designed to supplement the light distribution of the glass block to maintain uniform light level across the room on dark days. The combination eliminated a third of the light fixtures nor-



On the left is a classroom at St. Patrick's School. The glass block deflects sunlight toward the ceiling thus supplying adequate daylight to the most remote part of the room, under normal conditions. On the right is a primary room with adequate space for games and group activities.

mally used. Colors of desks, chalkboards, and other classroom equipment also were chosen for their reflective qualities.

The first floor of the school includes a 10 by 12-foot office built over the entry area, a small janitor's room, and the girls' toilet. The boys' toilet is located directly above the girls' toilet on the second floor. Additional toilet facilities are located off the office and between two of the first-floor classrooms.

Activity and Utility Rooms

The basement of the school has four music practice rooms, the boiler room, and an area more than 84 feet long which serves as assembly hall, visual education room, lunchroom, and for other parish activities. A kitchen is located at one end of the area and a small stage at the other.

Interior Finish Practical

The interior finish of the building was planned to achieve the utmost in appearance and utility at the least possible cost. Floors

in office, classrooms, and corridors are of asphalt tile. Stairs, toilets, storage, and janitor rooms and the entire basement area have concrete floors. As a further economy measure, outside walls and stair wells were not plastered but the exposed concrete block has been painted. As a safety measure, stair wells are virtually fire towers with 12-inch thick walls and reinforced concrete landings and stairs.

Radiation Heating

The tin tube radiation heating system for the building is supplied by an automatic oil-fired hot-water boiler.

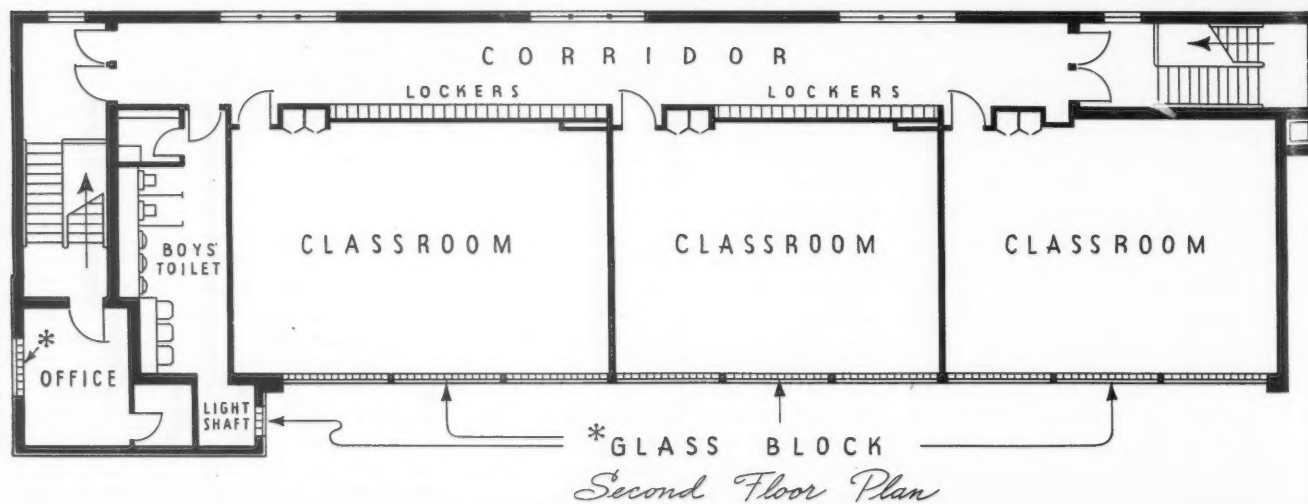
The classroom exterior walls have no masonry above the basement window sills. Spandrel areas between floors are panels of insulated metal which emphasize the streamlined impression created by the glass-block panels and clear-vision window strips. Cost of horizontal supporting members for the glass-block panels was eliminated by using steel ribbon window units.

Entrance Simple But Attractive

The recessed corner entrance of the school is dominated by a white cast-stone façade with a 12-foot stainless steel cross and the name of the school in 12-inch aluminum letters. The same cast stone is used for coping, sills, and cornerstone.

The thin concrete floors of the building are supported on corruforn laid over bar joists which are supported on steel beams. The steel bears on masonry except on the classroom side of the structure where steel H sections are used for supporting columns. The roof deck consists of poured gypsum supported on T bars over the bar joists with a covering of tar and gravel.

The previous frame school had been in use from 1891 until the time it was razed to make room for the new structure. Built under the leadership of Rt. Rev. Msgr. S. J. Mauer, pastor of St. Patrick's, the school is under the management of the Sisters of Charity, B.V.M., of Dubuque, Iowa.





Ronald Chatham photo

With special test equipment, velocity of air flow within model is accurately measured.

Measuring man-made breeze to bring better air to school children

Room model and wind tunnel tests show what kinds of fenestration systems provide the best ventilation.

Insulux Glass Block Division
Dept. CS12, Box 1035
Kimble Glass Company, Toledo 1, Ohio

- ☐ Please send me the report on ventilating glass block panels.
☐ Send the booklet "Better Light for our Children"

Name _____

Address _____

City _____ Zone _____ State _____

WITH MORE AND MORE schools using Insulux Glass Block® for better daylight distribution, Kimble Glass Company wanted to be able to recommend ventilation practices that would keep pace with this modern method of daylight control.

The Texas Engineering Experiment Station tested a wide variety of schoolroom designs to determine the best meth-

ods of ventilation when using an Insulux Fenestration System.

If schoolroom ventilation is a problem that concerns you, you'll want a copy of the test report. Just mail the coupon. And, if you don't yet have a copy of "Better Light for our Children"—the 24-page booklet that describes the advances being made in the field of schoolroom daylighting—just check that box, too.

KIMBLE GLASS COMPANY

Toledo 1, Ohio



Subsidiary of Owens-Illinois Glass Company

Catholic Education News

(Continued from page 330)

bishop of Baltimore, Rev. Leo J. McCormick, superintendent of schools, presiding. Dr. James M. O'Neill addressed the teachers in a general meeting on "Catholicism and American Freedom."

Catholic International Bureau

The International Bureau of Catholic Education has been established at a meeting of Catholic educators from various countries held in Lucerne, Switzerland. The purpose of the organization is to defend on the international level the natural rights of the Church and of parents in educa-

tion. It will also seek to co-ordinate Catholic educational activities on an international scale.

The new bureau has applied to UNESCO (United Nations Educational, Scientific, and Cultural Organization) for accreditation as a non-governmental body with consultative status.

Msgr. Frans Op de Coul, director of the Dutch Catholic central bureau for education and instruction, was elected president and secretary general of the new organization. The secretariate will be set up at The Hague, Netherlands. The following members are on the executive committee: Father J. Sinistrero of Rome; Father J. Solzbacher, a Cologne professor; A. G. O'Brien, secretary to the Catholic Education Committee for England and Wales, and Dr. O. Peters of Belgium.

Father William E. McManus of the education department, National Catholic Welfare Confer-

ence in Washington, attended the sessions as an unofficial observer.

Diocese of Providence

The fourteenth annual meeting of the Catholic School Teachers Institute of the Diocese of Providence, R. I., was held, October 30-31, under the auspices of Most Rev. Russell J. McViney, bishop of Providence and honorary president of the Institute. The president, Brother Frederic, S.C., of Mt. St. Charles Academy, Woonsocket, delivered the opening address.

Very Rev. Joseph R. N. Maxwell, S.J., president of Boston College, spoke on "The Catholic School in the Democracy." Brother Adelbert James, F.S.C., of Manhattan College, discussed "The Curriculum and Christian Social Consciousness." The governor of Rhode Island, Dennis J. Roberts, presented his greetings. Francis M. Crowley, Ph.D., dean of the school of education at Fordham, discussed "The Catholic School and Its Role in American Life" and Sister Maria Mercedes, S.S.N.D., chairman of the department of sociology of the College of Notre Dame of Maryland, presented "The School: A Social Force in the Community."

Other subjects receiving special attention were vocations, religion, school and community co-operation, health, music, physical education, and art.

REQUIESCANT IN PACE

● REV. JOSEPH C. HUSSLEIN, S.J., professor of social work at St. Louis University, died on October 19, 1952. He founded the school of social service at the University in 1930 and served as its first dean until 1940 when he began devoting full time to writing and editing. Father Husslein had been an associate editor of *America* for 16 years since 1911, and had founded the *Science and Culture* series, a "university in print," published by The Bruce Publishing Company. Father Husslein celebrated his 60th anniversary as a Jesuit on August 14, 1951.

● REV. THOMAS WOLF, O.S.B., one of the oldest Benedictines in the world, died October 3, 1952, at the age of 91. He had entered the scholasticate of St. Vincent's Archabbey, Latrobe, Pa., 79 years ago at the age of 12, taking his vows in 1880. Father Wolf worked in Colorado, taught at St. Bede's College, Peru, Ill., and served as pastor of St. Benedict's parish, Carrolltown, Pa., for 34 years. He retired in 1944.

● BROTHER AMBROSE, F.S.C., professor of history and religion at Manhattan College, N. Y., died October 13, 1952, at the age of 59. Brother Ambrose served as president of the Rhode Island Secondary School Principals Association in 1926, while heading St. Raphael's Academy in Pawtucket, R. I.

● BROTHER FRANCIS WEBER, S.M., a religious for 69 years, died October 6, 1952. Brother Francis served as a principal of high schools in Belleville, and Chicago, Ill., and Dyersville, Iowa, and taught at Chaminade College, Frontenac, Mo., from 1936 to 1946. He was 86 years of age.

● REV. GABRIEL RYAN, S.J., chairman of the economics and sociology department at Fairfield University, Conn., died September 17, 1952, as the result of an accident. Father Ryan was director of the Bridgeport chapter of the Diocesan Labor Institute.

● SISTER MARY STANISLAS DROESLER, a member of the Franciscan Sisters of Mary Immaculate, (Concluded on page 18A)



**MC 300
PROJECTOR**

WE CHALLENGE COMPARISON

with projectors at all price levels
FOR BRILLIANCE,
FOR CLARITY, FOR CONVENIENCE

● The 2" x 2" slide and filmstrip projector with triple action fan cooling that keeps lamphouse comfortably cool . . . twice the brilliance you'd expect from 300 watts . . . instant switch from slides to filmstrip and back . . . 360° rotatable front stops anywhere, assures upright frames . . . choice of 3 AMERICOTE objectives—all achromatically and anastigmatically balanced for clarity, color, and brilliance . . . instantaneous film threading . . . no glass pressure plates—nothing to mar filmstrip surface.

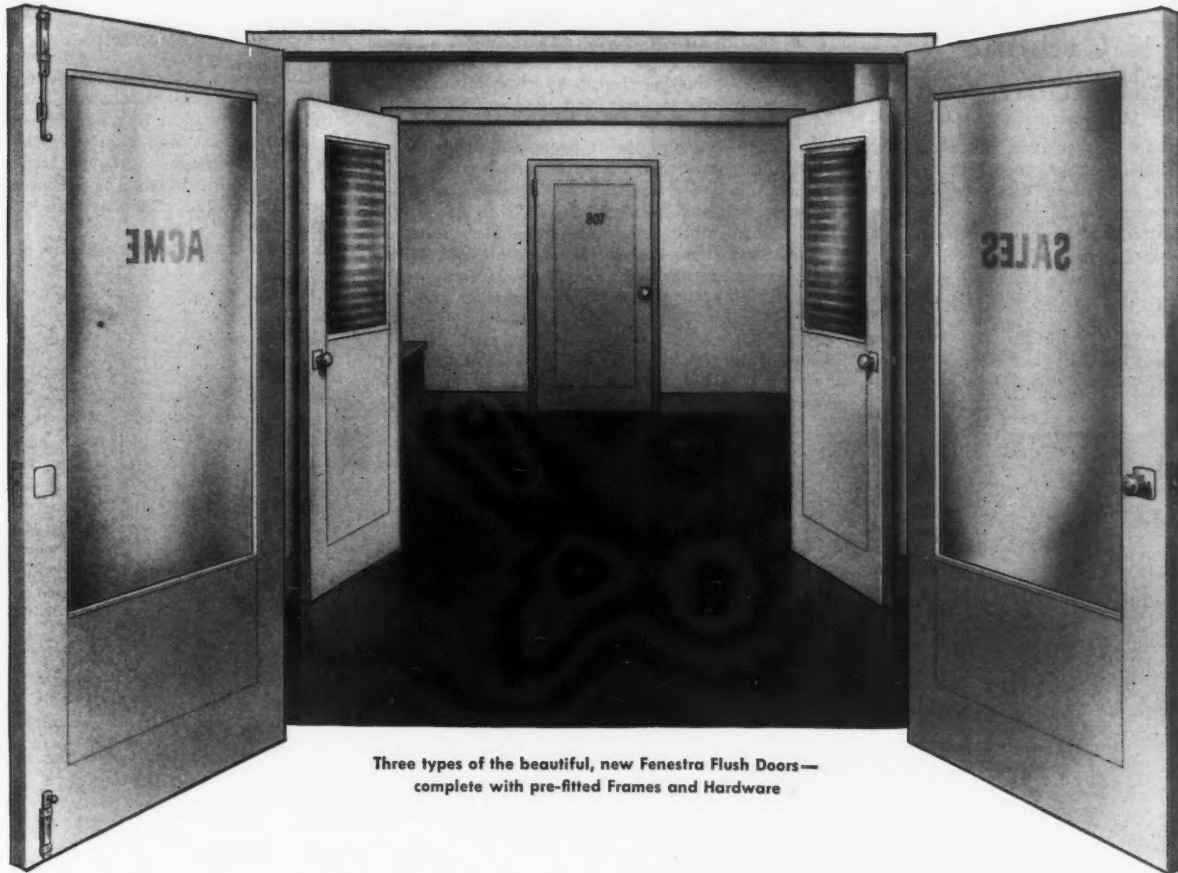
**NEW
LOW PRICE**

MODEL 3800
\$92.00

American Optical



INSTRUMENT DIVISION—PROJECTORS, CHELSEA 50, MASS.



Three types of the beautiful, new Fenestra Flush Doors—
complete with pre-fitted Frames and Hardware

How much entrance fee do you pay?

It adds up. And keeps adding up.

Count the doors in your building—the entrance doors, the hall doors, the office doors—and then remember these door savings when you build again:

The *installed* cost (which is the *real* cost of any door) is amazingly low for a Fenestra* Hollow Metal Door-Frame-Hardware Unit because so much time and labor is saved—everything goes together without any cutting or fitting or fooling around.

Maintenance cost is low because these doors can't warp, stick or splinter. They always open smoothly, easily. And when they close, they're quiet—between the panel is double insulation. The clean modern lines and velvety finish of these Fenestra Hollow Metal Doors—and the durability of their beauty—help to give you a building you can *always* be proud of.

Above, you see Fenestra Flush Entrance Doors, then

Fenestra Flush Interior Doors with glass panels and finally the sleek Flush Interior Door with full metal panel. Find out more about all three. They are made by one of the most experienced metal fabricators in America—The Detroit Steel Products Company. Call your Fenestra Representative (he's listed in the yellow pages of your phone book) or mail the coupon. *®

DETROIT STEEL PRODUCTS COMPANY
Door Division
Dept. CJ-12, 2270 E. Grand Boulevard
Detroit 11, Michigan

Please send me full information on Fenestra Door-Frame-Hardware Units.

Name

Company

Address

Fenestra Hollow Metal Door • Frame • Hardware Units
save building time, labor, materials and money

Catholic Education News

(Concluded from page 16A)

Joliet, Ill., for 85 years, died October 14, 1952, at the motherhouse of her community. Sister Stanislas taught in many Chicago schools, at St. Francis Academy in Joliet acting as principal for 20 years, and held various responsible positions in the congregation.

COLLEGES AND UNIVERSITIES

Senator Speaks at Institute

A national Institute on Immigration, held in

St. Louis, October 23-24, featured a number of nationally known experts of the subject of immigration, including Senator Paul A. Douglas of Illinois. Archbishop Joseph E. Ritter of St. Louis sponsored the Institute, with St. Louis University serving as host.

The purpose of the Institute was to arrive at a consensus of opinion, if possible, regarding the new and controversial McCarran-Walter Immigration and Nationality Act.

Among other guest speakers were Msgr. Edward E. Swannstrom, executive director of War Relief Services of N.C.W.C.; Rev. R. A. McGowan, director of the Department of Social Action of N.C.W.C.; and Msgr. John O'Grady, secretary of the National Conference of Catholic Charities, who acted as chairman.

Duquesne Marks Anniversary

Duquesne University, Pittsburgh, celebrates its 75th anniversary this fall. The university, which started with 40 students above a bake shop in Pittsburgh, was named Duquesne in honor of the Marquis Duquesne who built Fort Duquesne in 1754 and was the first man to bring Catholic observances to Pittsburgh. The present enrollment shows 4000 students attending, with 300 teachers in 8 schools.

As part of the jubilee celebration, a new priests' community house was dedicated late in October, and ground will be broken for a new women's dormitory.

Businessmen's Clinic

Manhattan College, Riverdale, N. Y., has opened a businessmen's clinic especially designed for owners of businesses and employees. The clinic, sponsored by the College's school of business administration and the Bronx chamber of commerce, is divided into three general topics: retailing, manufacturing, and banking and finance. Each subject up for discussion in the weekly seminar will be moderated by a faculty member of Manhattan College and will feature a guest speaker or speakers from business and industry.

Iona College Accredited

An announcement has been made of the accreditation of Iona College, New Rochelle, N. Y., by the Middle States Association of Colleges and Secondary Schools. A liberal arts college for men, Iona College was founded by the Christian Brothers of Ireland and incorporated by the Regents of the University of the State of New York on July 19, 1940.

The college is chartered, empowered to grant degrees, and has its courses of study registered by the Board of Regents of the University of the State of New York. It is a constituent member of the National Catholic Educational Association and is affiliated with the Catholic University of America, Washington, D. C.

Iona College enrolled one of the largest student bodies since the conclusion of World War II this semester, with 1219 men attending day and evening sessions, including a record number of 341 freshmen.

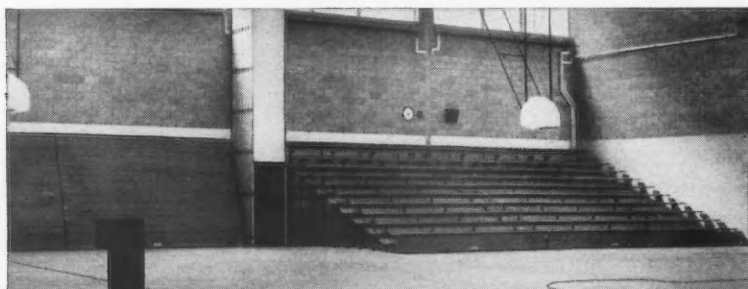
CATHOLIC YOUTH DAY, BRENTWOOD, L. I.

The 6th annual observance of Catholic Youth Day for Suffolk and Nassau counties, New York, was held October 13, at St. Joseph's Academy, Brentwood, L. I.

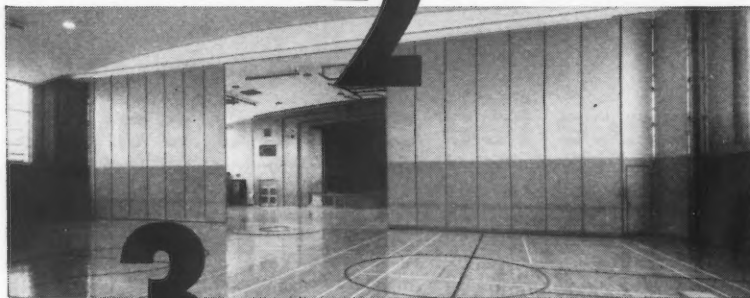
A special feature of this year's observance was a "Career Bazaar" with representatives of various careers and vocations present to offer detailed information to the young people. The following careers were represented in booths: teaching (elementary, secondary, physical education); social work; police (local, state, F.B.I.); medical; dental; banking; business; salesmanship; radio and television personnel; electric refrigeration; nursing; mortician; beautician; insurance; aviation; carpentry; plumbing; pharmacy; secretarial; real estate; engineering; commercial art; advertising; interior decorating; radio and television mechanics; telephone operating and servicing; law; accountancy; the armed forces.

Special booths were designated for religious vocations showing the work of the various sisterhoods and brotherhoods, diocesan priesthood, and missionary orders.

Close to 2500 high school and college students participated.



1 plus 2 makes

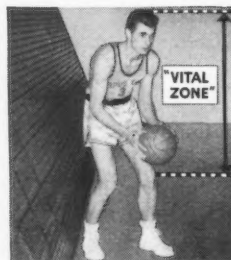


3 gyms in one!

■ HORN folding gymseats and partitions can easily triple your gym facilities! When the partitions are folded and the seats extended you have an exhibition gym that pays its own way. With the gymseats folded and the partition extended your gym becomes two separate units.

For planning that gives you three gyms in one, plan with Horn. Horn equipment gives you the design you need for efficient use of space, and the quality of construction you need for long years of trouble-free service. Horn representatives in your area will help you plan your three gyms in one... Horn factory crews will supervise your installation.

Write today for details on Horn folding gymseats and folding partitions... and the new Horn wardrobes and folding stages!



FOR SAFETY, plan with HORN! A smooth, sloping surface when folded... real protection for the vital zone.

HORN BROTHERS

SCHOOL EQUIPMENT

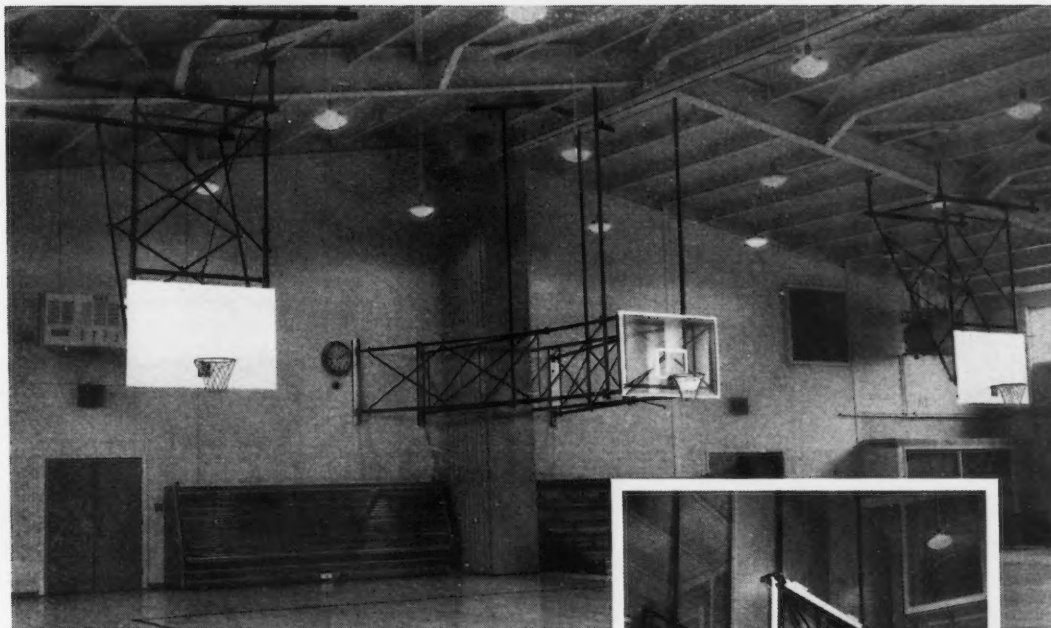
DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY

FORT DODGE, IOWA

at leading gyms from coast-to-coast the choice is Porter

New type Backstop is born in Texas



Charlton-Pollard High School in Beaumont, Texas, not only selected a new Porter-developed 246-B Gate-type Backstop to bridge a folding partition which cut the main court in half, but installed four Porter 217-B "Hoistaway" Backstops on the two parallel practice courts. Porter 208-B Rectangular Plywood Backboards are used on the "Hoistaways".



Whether the problem is easy or difficult, Porter has the best answer when it comes to basketball backstops. When Charlton-Pollard High School in Beaumont, Texas, faced the question of how to bridge a folding partition which bisected the gymnasium, they turned to Porter. The answer was a new gate-type backstop which undoubtedly will win instant favor with architects and builders planning to use modern folding partitions. For nearly a century, The J. E. Porter Corporation has been solving problems in design and manufacture. Countless schools and community centers all over America boast of Porter installations.

The new Porter-developed 246-B Gate-type Backstop "swings like a gate" to permit the folding partition to be closed. Easy to operate and rigid when in use, this new Porter backstop will be seen in more and more gymnasiums as modern folding partitions grow in popularity.



CONSULT OUR ENGINEERS

Whether your problem is equipping a new building or adding basketball backstops or gymnasium apparatus to an old building, you will find helpful the suggestions of Porter's experienced engineering staff. No obligation.

THE J. E. PORTER

Manufacturers of Gymnasium,

Nearly a Century of Quality Manufacturing

CORPORATION

Ottawa, Illinois

Playground and Swimming Pool Equipment

CHICAGO OFFICE: 664 N. Michigan Ave., Chicago 11, Phone: Superior 7-7262

NEW YORK OFFICE: 11 W. 42nd St., New York 18, Phone: Longacre 3-1342

STUDENT UNIFORMS



• Superior tailoring, creative styling, proper fit and modest prices have gained for us a nationwide reputation. We invite you to try Graubard Uniforms . . . confident that you will then join the growing number of schools who always specify Graubard's Uniforms.

WRITE TODAY!

Send for Complete Information and Prices on Our Large Selection of School Uniforms and Blouses for Grammar Schools, High Schools and Academies.

GRAUBARD'S

266 MULBERRY STREET
NEWARK 2, NEW JERSEY

Building News

IN ILLINOIS

Rosary College, River Forest

The auditorium and fine arts building of Rosary College, under construction for more than two years, was dedicated November 2, 1952, by His Eminence Samuel Cardinal Stritch, Archbishop of Chicago.

The 99-room edifice houses, in addition to the auditorium, a music hall built to accommodate 260 persons, 20 music studios and practice rooms, classrooms, administration offices, two listening rooms, two dressing rooms, modern language laboratory, music education suite, three radio booths, costume and fitting rooms, a parlor, reception room, music library and stacks, a kitchenette, and a two-story stage workshop.

The auditorium is built to accommodate 748 people on the main floor and 452 in the balcony. The Fitzgerald memorial organ, a gift of Matthew J. Fitzgerald, prominent Chicago executive, adjoins the auditorium stage.

The music hall is paneled in Brazilian rosewood with alternating panels of white oak. Its foyer is paneled in red birch and white birch. The wood was especially selected as a suitable background for an imported mosaic, the gift of the late Monsignor Thomas Blackwell of Milwaukee, Wis.

IN MAINE

Immaculate Conception, Stony Point

A new school building was dedicated for Immaculate Conception parish by His Eminence Francis Cardinal Spellman, on October 5, 1952. The project consists of four classrooms with principal and nurse's offices, toilet facilities, and a boiler plant. The boiler, lavatories, and sewage disposal are sized for future addition of four classrooms.

The building is 153 feet long and 40 feet wide, with the four classrooms continuing on one side of the building, each room 32 feet by 26 feet. The exterior is of Roman brick set in block pattern at the main entrance as well as at the ends of the building. The intermediate areas are faced with concrete block and cypress sheathing. The classroom exterior window areas are made up of sectional windows with hopper type sash at the sill and fixed lights with bluish-tinted glare reducing glass.

The classroom interiors are finished with concrete block wall areas painted in pastel tints, asphalt tile flooring, with acoustical tile ceilings and 6 incandescent concentric ring fixtures. Wardrobes and teachers' closets, together with tackboards and slate blackboards line the walls. The classrooms are ventilated through a plenum chamber created by the corridors into which air is drawn through louvered openings into a storage room where a large exhaust fan expels the air to the outside.

In addition to the large glass areas in the classrooms, a sloping room was constructed

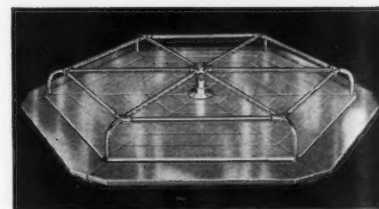
(Concluded on page 21A)

Unsurpassed in Design, Safety and Performance

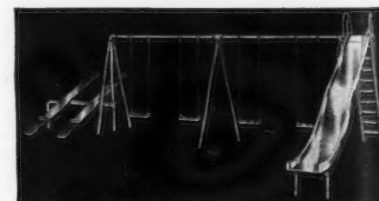
It's the *plus* factor that makes American the most respected name in Playground Equipment. Plus in design—American leads the field. Plus in performance—*Approved* Equipment stronger, more ruggedly built to assure a lifetime of perfect repair-free service. Plus in safety—for American craftsmen are aware of their responsibility for the safety of your children. Thus, with American you receive far superior design and performance and unmatched safety.



American Official Regulation One-Meter Unit



American Approved Heavy Duty Merry-Go-Round, with Enclosed Safety Platform



An American De Luxe Combination Unit

Send for Literature

AMERICAN

PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF FINE
PLAYGROUND & SWIMMING POOL EQUIPMENT

Building News

(Concluded from page 20A)

to provide for bilateral lighting by picking up cross lighting from the corridor areas.

The total cost of this project, with furniture and equipment, will be approximately \$100,000. The building was erected in 82 working days. The site, originally a heavily wooded area, has space area for a future rectory, church, and convent as well as a four-classroom addition.

IN NEW JERSEY

St. Catherine, Hillside

The new school building for St. Catherine's parish was dedicated by Most Rev. James A. McNulty, on October 11, 1952. The new building is a modern one-story structure of California "spread plan" type, and was designed so that expansion could be made at any future time, readily and economically.

Ten classrooms are laid out on the single floor in addition to a kindergarten and a combination auditorium-gymnasium which seats 675 people and includes a completely equipped stage with adjoining dressing rooms and showers. The kindergarten, at the end of one wing, has natural light sources on two sides and is equipped with its own sanitary and storage facilities.

Aluminum roll screens have been provided in corridors so that the auditorium-gymnasium section can be completely isolated from the classroom section, enabling extracurricular use of this facility.

Construction is of concrete and steel with the exterior walls finished with pink face brick, limestone trim, and random granite at the main entrance. All rooms are finished with asphalt tile, plaster walls painted in soft pastel colors, and acoustical tile ceilings; they are also equipped with steel finished windows affording the maximum of natural light.

The new building accommodates 550 pupils. Rev. John J. Finnerty is the pastor.

St. Peter the Apostle, River Edge

A new church and school building for St. Peter the Apostle parish was dedicated on October 4, 1952, by Most Rev. James A. McNulty. The two-story school section which faces along Fifth Avenue contains 11 classrooms and a kindergarten on the ground floor with a separate entrance.

All classrooms are attractively decorated and each is lighted by one large continuous window, the upper section of which is paneled in glass block, the lower section containing aluminum ventilating sash. Features of all classrooms are an abundance of corkboard and glass chalkboard, together with built-in wardrobes, teachers' closets, and storage closets. Each classroom is also fitted with a built-in stainless steel sink with storage cabinet above and below. All classrooms may be artificially lighted by means of three continuous rows of fluorescent fixtures. The ceilings of all rooms are finished with sound-absorbent acoustical material.

The school also contains a large cafeteria

and spacious kitchen fully equipped with stainless steel equipment, necessary auxiliary schoolrooms, offices, health suite, bookrooms, storage rooms, and sanitary facilities. All corridors, service rooms, lavatories, and kitchen are finished with terrazzo floors and tile walls. The rooms are equipped with the most modern sound-amplification system with intercommunication system, intercommunicating phones, and electrical fire alarm system.

The church, which adjoins the school and also fronts along Fifth Avenue, seats 950 persons. The walls of the entire church and sanctuary are finished in a two-tone pastel green and the wainscoting is light oak. The

altars and other furnishings of the church are of oak, finished to match the woodwork. The church is also fitted with an electronic chime system.

Beneath the church there is a large gymnasium, 58 by 100 feet, which has a clear ceiling of 18 feet and may be used for athletic and social events. This room has shock-absorbent wood block floor; its walls are lined with tile and it has an acoustical ceiling. At one end of the auditorium there is a large fully equipped modern stage with ample shower and lavatory facilities on both sides.

Religious Teachers Philippini are in charge of the school; Rev. Daniel J. Collins is pastor.



Art Workshops. Binney & Smith Co. art consultants travel all over the country in response to requests from school administrators for free in-service training courses.

OUR YEAR-ROUND GIFTS TO YOU



The ART Educationist, published bimonthly, is sent to art educators on request. Free folders, booklets, catalogs are also available.



Color-Sound Films. Four 16 mm films are loaned free to schools, on request. A new film, *Art Points the Way*, has just been released.



BINNEY & SMITH CO.

41 East 42nd Street, New York 17, N. Y.
Makers of CRAYOLA Crayon and Other Gold Medal Products for Art Education.

New Books of Value to Teachers

The Christian Foundation Program in the Catholic Secondary School

Edited by Sister Mary Janet Miller, S.C. Paper, 177 pp., \$1.75. The Catholic University of America Press, Washington 17, D. C.

This publication is the Proceedings of the Workshop on the Christian Foundation Program in the Catholic Secondary School, conducted at the Catholic University of America, June 12 to June 22, 1951.

In an introductory chapter, Sister Mary Janet Miller, S.C., reviews the educational philosophy underlying the Christian Foundation Program of the Commission on American Citizenship, such as: Secondary education should provide an opportunity for all boys and girls to develop to the fullest extent all of their God-given talents; first consideration should be given to common learnings; the common learnings program should be integrated, with religion as the integrating agent; the cultural and religious heritage should be utilized in preparing youth to meet the common needs of all men; the social aspects of Christian education should be given adequate attention; and students should be evaluated in terms of understandings, habits, attitudes, and the like, as well as in terms of knowledge.

Then follow eleven lectures, designed to show how each of the major areas of our cultural heritage — mathematics, music, religion, social studies, English, physical education, language science, arts and crafts, family living, and the like — may contribute to the common goals of Christian living. Brief reports are given on the work of seven

seminar groups which met in conjunction with the Workshop. A rather extensive bibliography on secondary education, reflecting the life adjustment approach, is found in Appendix I. One detects throughout this volume the basic principles set forth in *Better Men for Better Times* and *Guiding Growth in Christian Social Living*, both published within the past ten years by the Catholic University of America Press.

This volume will be most valuable for those in secondary education who doubt that the traditional curriculum is adequate and who are interested in modifying the high school offering so that it will better meet in an integrated program all the needs of all Catholic youth.

— John P. Treacy

Opportunities in Catholic Religious Vocations

By Godfrey Poage, C.P. Cloth, 144 pp., \$2. Vocational Guidance Manuals, Inc., New York 19, N. Y.

A practical guide to all vocations in the priesthood, brotherhood, and sisterhood. The book is designed to supply all interested young people with the complete facts about the religious vocation they may wish to follow; to recruit those who display the necessary qualities for a life of service to God; and to make available to all clergy and laity an authoritative book for giving guidance to those who seek advice on religious vocations.

Sisters will find it very helpful in fostering vocations in the classroom, whether elementary or high school.

The South American Handbook, 1952 Edition

Cloth, 782 pp., \$2. Distributed by the H. W. Wilson Company, New York, N. Y.

The 29th annual edition of a complete guide and handbook of information on South America, Central America, Cuba, and Mexico, with a large folding map.

English Language Series

By Edna L. Sterling, Harold Huseby, and Helen F. Olson. Cloth. Henry Holt and Co., New York, N. Y.

A compact, four-year course in four books applying the English language to everyday reading, listening, speaking, and writing. Very comprehensive in coverage, the series directs attention to the individual student's needs and aptitudes. Each of the four books has an identical reference section of general information which is very useful to students; containing for example, Ways of Finding Information, Parliamentary Practices, Spelling Problems, Pronunciation Customs, and others.

Making the Most of School and Life

By Clark Robinson. Cloth, 491 pp., \$2.92. The Macmillan Company, New York 11, N. Y.

There is no book so interesting to a teen ager as one about himself. He realizes his difficulties, problems, quick-changing personality, and will devour any book that promises to help him discover himself.

This is just such a book, and a good one. The content is devoted to helping the student meet down-to-earth problems of self-direction in situations that involve his physical and emotional growth, school life and study habits, relations with others, relations with the community, dating, etiquette, spending, vocational and avocational choices, and others.

A number of the photographs are definitely outdated and although in the minority they are

(Continued on page 25A)



NEW CATALOG OFFERS HELP IN PLANNING GYM SEATING

You'll want a copy of the new Rolling Gymstand Catalog recently issued by Wayne Iron Works.

Concise, complete and fully illustrated, the Rolling Gymstand Catalog includes:

- Factors to consider in selecting seating • Planning aids
- Types of Gymstands • Design and construction features
- Typical gymnasium seating plans • Installation photographs
- Specifications for gymnasium seating • Dimension tables

The Wayne Rolling Gymstand Catalog has been designed to serve as a useful reference source for busy school administrators. It's packed with helpful information on gymnasium seating.

If you'd like a free copy of this 16-page catalog for your files, write to us. No obligation, of course.

WAYNE IRON WORKS
944 N. PEMBROKE AVE. • WAYNE, PA.

Wayne Stands  For Safety

STUDENT WOODWORKING BENCH

- 2 1/4" HARD MAPLE, EDGE GRAINED, LAMINATED. ELECTRONICALLY GLUED TOP.
- AMPLE WORK SPACE 54" X 64"
- 12 LARGE LOCKERS
- 20 GAUGE METAL BASE



YOUR SHOP WILL BE BETTER EQUIPPED TODAY, AND FOR YEARS TO COME, IF YOU SPECIFY TOLCO.

THE BASIC TOLCO LINE INCLUDES 12 MODELS WITH MANY POSSIBLE VARIATIONS. THERE IS A TOLCO MODEL TO FIT EVERY REQUIREMENT OF SPACE, STUDENT REQUIREMENTS AND BUDGET.

WRITE FOR OUR NEW ILLUSTRATED LEAFLET.



THE TOLERTON COMPANY

267 N. FREEDOM AVE.

ALLIANCE, OHIO

Griggs Modern School Seating

Griggs Tubular Chairs are offered in four sizes for use from kindergarten through college. The frame on each chair is welded into a one-piece, rigid unit, light in weight and built to withstand the most severe usage.



The book box on the Airliner tubular table is readily accessible and offers the utmost in convenience. The extra large storage area answers the need of schools for larger compartments for books and materials.

Write for Griggs Seating Catalog for full information on Griggs Classroom Seating!

**GRIGGS
EQUIPMENT
COMPANY**

★
*Manufacturers of School,
Church and Theatre Seating*
BELTON, TEXAS



button, button...who's got the button?

Da-Lite
of course!

on the NEW

Challenger

"PUSH BUTTON" PORTABLE SCREEN

Ultra-modern "push button" operation in an exciting new projection screen! Simply press the "open" button and "zip" . . . out pops the extension tube, freeing the securely held screen while the sturdy tripod stand glides into position. Within seconds, enjoy the full brilliance of your color slides and movies on a Da-Lite WHITE MAGIC surface! See Da-Lite's complete line from \$3.50 to \$104.50.



TRADE MARK
White Magic
CRYSTAL-BEADED
PROJECTION SURFACE

DA-LITE SCREEN CO., INC.
2733 N. Pulaski Road, Chicago 39, Ill.

Please rush my FREE copy of the new "White Magic" booklet.

Name _____
Address _____
City _____ Zone _____ State _____

FREE NEW BOOKLET

A treasure chest of tips on how to gain added brilliance and color from your slides and movies.

MAIL THIS COUPON TODAY!

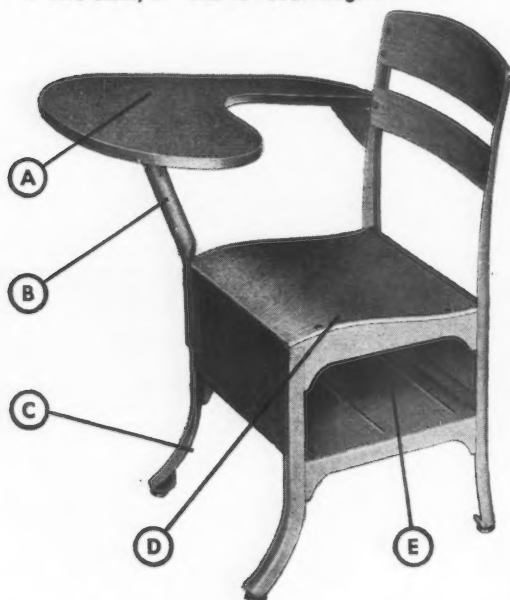
NEW!The **NORCOR**

500 SERIES • "Desk Styled"

TABLET ARM CHAIR

The Strongest, Most Durable, Most Comfortable Tablet Arm Chair Built.

- Larger Desk Styled, Tablet Arm With Arm Rest
- Designed to Promote Correct School Posture
- Two Sizes, 17" and 18" Seat Heights



A. LARGE, DESK TYPE, TABLET ARM. Unique in shape, the 18" x 28" tablet arm provides ample writing space and arm support.

B. STURDY TABLET ARM SUPPORT. Welded 12 Ga. Steel Post with formed steel V-Brace under arm provides strong, rigid support.

C. TIPPING MINIMIZED. Wide leg spread, front to rear, and balanced

framework construction minimizes tipping, without reducing comfort.

D. EDGE-PROTECTED FORM FITTING PLYWOOD SEAT. The edges of the comfortable form-fitting plywood seat are protected by steel all around.

E. ONE PIECE EMBOSSED STEEL BOOK COMPARTMENT.

NORCOR**Series 500 CHAIR DESK**

Similar in construction to the Norcor 500 Series Tablet Arm but with 4-position adjustable desk top that moves outward as it moves up allowing more space between top and backrest for the larger pupil.



WRITE TODAY FOR COMPLETE INFORMATION ON THE NEW
NORCOR 500 Series Chair Desk and Tablet Arm Chair

THE NORCOR MANUFACTURING COMPANY
DEPT. C GREEN BAY, WISCONSIN

FACTORIES: GREEN BAY, WIS., PORTSMOUTH, N. H., GILLET, WIS.

Commencement is truly a happy occasion with **MOORE CAPS and GOWNS**

Graduates look their confident best when they appear in beautiful Moore Caps and Gowns that fit properly, look well-tailored, feel cool and lightweight. You and the faculty are pleased because things run smoothly—the Caps and Gowns arrive in plenty of time, are easy to handle, marked with each individual's name.

Be sure your Commencement is worry-free and serene—a credit to you and your school. Get acquainted now with distinctive Moore Caps and Gowns and the Moore rental plan. No order too great or too small for careful attention from our competent staff. Write for complete information, our illustrated booklet G22, or a sample outfit, today.

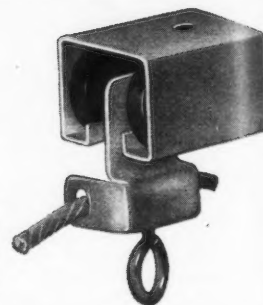
**E. R. MOORE CO.**

932 Dakin Street, Chicago 13, Ill.
1908 Beverly Blvd., Los Angeles 4, Calif.
25-34 Jackson Ave., Long Island City, N. Y.

also makers of choral gowns • girls' gym suits

FILLS A NEED!

A truly exceptional light-to-medium
Drapery Track for Black-out Windows in Audio-visual Classrooms,
Auditorium windows... Small stages



The New ADC

Track and Carrier Assembly

SPANOTRAC

The ADC "Spanotrac" is not an ordinary traverse rod, but a really sturdy, durable, well-integrated and expertly engineered curtain track for diversified applications.

WRITE FOR DETAILS AND PRICE INFORMATION

AUTOMATIC DEVICES CO.

116 N. 8th Street • Allentown, Pa.

"We Support the Most Celebrated Curtains in the World"

New Books

(Continued from page 22A)

quite noticeable by contrast of other photographs and the timely book content.

Letters to An Altar Boy

By Rev. David E. Rosage. Cloth, 93 pp., \$1.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Altar boys everywhere will appreciate this little book that explains how important they really are—"God's Minutemen" in fact. Written in an informal style with delightful illustrations, Father Rosage encourages personal responsibility, good grooming, and greater faithfulness and devotion to our Lord. Helpful pointers are included on all phases of an altar boy's life. The book ends in a note of encouragement, too: "Did you ever think you would like to be a priest?" A fine Christmas gift for servers!

Psychological Theory: Contemporary Readings

Edited by Melvin H. Marx. Cloth, 585 pp., \$5. The Macmillan Co., New York, N. Y., 1951.

While one might like to see selections from Aquinas or other philosophical psychologists, this book by Marx, is a handy collection of readings by leading scientific psychologists. The author is associate professor of psychology at the University of Missouri.

The book is divided into two parts—theory construction and theory foundations. The first part, theory construction, presents many of the points of view found in modern scientific psychology. The part on theory foundation deals with perception, learning, psychodynamics, personality, and social interaction. As well as an index, the book has a very extensive list of readings, ten pages, which are grouped under the subjects of the chapter headings.—*Richard S. Fitzpatrick.*

Adventure in Mental Health

Edited by Henry S. Maas. Cloth, 324 pp., \$4.50. Columbia University Press, New York, N. Y., 1951.

In this book, subtitled "Psychiatric Social Work with the Armed Forces in World War II," Dr. Maas of the human development department of the University of Chicago has brought together the work of sixteen specialists in the field including his own.

While the book was originally planned to report on the development and recognition of psychiatric social work in America. Dr. Maas feels that the book will also "stimulate a reappraisal of current objectives and practices in the two fields which the social worker's function in our society relate to each other—mental health and social welfare." The three parts into which the book is divided cover psychiatric social work in the field, the same subject on the national level, and the implications for current civilian practice. This last part is made up of two chapters on "Practices Today" and "Mental Health Education and Research."

In addition to an editor's preface, notes about the authors, and an index, the book includes three appendices dealing with the organizational structure of mental hygiene units as well as treatment and training programs.

—*Richard S. Fitzpatrick*

Charles Willson Peale

By Berta N. Briggs. Cloth, 262 pp., \$2.80. McGraw-Hill Book Co., New York, N. Y.

This is a volume in the series of biographies, "They Made America." It is a typical American success story, this account of the life of one of the few great Colonial portrait artists, a man who began life as a saddler, taught himself the trade of watch-and-clock repairing, and then stumbled onto painting, and in spite of reverses and troubles made himself a great portrait painter, gaining fortune and fame in the course of his long and eventful life.

The present book is directed to young people of high school age. The facts of Peale's life are sympathetically told and there is considerable attention to the social and political life of the times which provided the circumstances that molded his career. There are favorable glimpses of Washington, Franklin, Coply, Charles Carroll, Lafayette, Robert Morris, and other lesser figures—all of whom were Peale's friends. Young people will benefit much from the book; older readers will find it a rapidly read, enjoyable picture of Colonial life.

Modern Chemistry, Revised

By Charles E. Dull, William O. Brooks, and H. Clark Metcalfe. Cloth, 564 pp. Henry Holt & Co., Inc., New York, N. Y.

This revised edition of an all-purpose textbook for use in secondary schools contains the theory necessary for such a course as well as sufficient

descriptive material to form a suitable course of instruction for those who do not plan to go to college. The authors have purposely included more material than can be covered in one school year so that material best meeting local needs may be selected for study.

In endeavoring to make the book truly modern, both in chemical theory and in descriptive chemistry, the authors have eliminated discarded theories and outmoded ideas, and have used simple language and many timely photographs throughout.

Operation Miriam

A "study of Atheistic Communism in action and the challenge that confronts it," by Sister Mary Alma of the Maryknoll Sisters. Heavy paper, 64 pp., 50 cents. Maryknoll Bookshelf, Maryknoll P. O., New York.

(Concluded on page 26A)

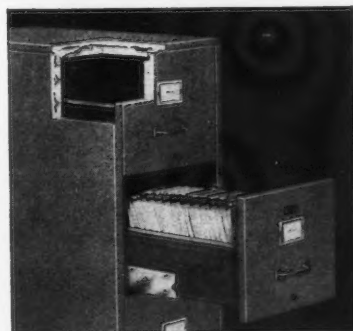


These could be your school records!

More than 8 school fires every day in the year, mean that schools lead the institutional field, which is noted for appalling fire losses. Think of the disastrous consequences of loss of important school records... curriculum thrown into chaos... student progress retarded. In many cases schools are actually forced to close their doors!

How safe are your school records?

Ordinary metal files can't protect them, because metal transmits heat,



quickly charring paper to ashes. You can't rely on your vault because about one-half of all school fires occur during school hours when important records are in use.

Only certified insulated equipment can protect your school records from loss by fire. Why not make sure at once that you have adequate and economical protection for these public records entrusted to your care. The next fire could be yours! Remington Rand Insulated equipment offers some 200 models of Safe-Files and Safe-Cabinets to choose from.

THE INSULATION THAT DEFIES FIRE

Underneath the attractive Gray-Rite exterior of the Safe-File is a one-piece monolith of highly resistant insulating material. This scientific construction enables certification that the Safe-File will protect paper contents for one hour from raging fire reaching 1700° F.

Remington-Rand

New Books

(Concluded from page 25A)

A discussion compiled in three parts: Part I. Communism Unmasked, in which information is gleaned from remarks and comments of those who have either denounced it, or have suffered from it; Part II. Communism Challenged, shown by further quotations from missionaries in Communist-dominated countries and from mission newspapers and magazines; Part III. Communism Vanquished, is presented by quotations on "How to Meet Communism" from a book by Bishop Sheen, elaborations on our Lady's program of prayer and penance, and summaries of the work of modern Catholic Action movements such as the Legion of Mary, the Black Rosary, the Christophers, etc.

The discussion seems especially suited for high school assembly production, either to the student body, to an adult audience, or for discussion within the classroom; it is equally simple in language to be understood by children of the elementary grades. It presents an objective look at world situations and the responsibility of every individual to work for peace—through Mary, our Mother.

Life of Christ, Popular Edition

By Guiseppe Ricciotti, translated by Alba Zizamia, abridged and edited by Aloysius Croft. Cloth, 402 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis.

This is a shortened edition of the *Life of Christ* that has been acclaimed a classic of scholarship, research, and masterful writing. The book has been edited and shortened to its present form so

that the cost and size of the original volume would no longer be obstacles to the wide circulation the publishers feel this book deserves. Revisions have eliminated part of the critical introduction and other scholarly material, cutting the book to one half its initial size. It is, nevertheless, still the crisp, intelligent, interpretative biography the author meant it to be, now abridged to make it available to all thinking Catholics, layman and clergy alike.

An Evaluation of Catholic Elementary School Teachers' Pre-Service Education, A Dissertation

By Sister M. Brideen Long, F.S.C. Heavy paper, 99 pp., \$1.50. Published by the Catholic University of America Press, Washington, D. C.

A dissertation including sections on, for example, trends in education of Sisters during the past decade, professional education of the Sisters, guidance given the prospective teachers, understanding the learner and the process of learning, methods of teaching, appraisal of pupil, and many more.

Public Affairs Pamphlets

How to Live With Heart Trouble, No. 184. Assails undue pessimism over heart conditions and spotlights a few simple rules of living, based on latest research and pointing up several new concepts of heart care. 25 cents.

The Co-operatives Look Ahead, No. 32. Co-operatives as a type of economic organization, its purposes and principles, and its benefits to rural areas as well as urban areas. 25 cents.

Available from Public Affairs Committee, 22 E. 38th St., New York, N. Y.

OF INTEREST TO SCHOOL EXECUTIVES

Expenditure Per Pupil in City School Systems

Circular 337, U. S. Office of Education, 25 cents. U. S. Government Printing Office, Washington 25, D. C.

This important summary of school expenditures during the year 1950-51 provides data on all cities from New York down to towns of 2500 population.

Planning Schools for Use of Audio-Visual Materials

By the Department of Audio-Visual Instruction, National Education Association, 1201 16th St., N. W., Washington 6, D. C. Paper, 40 pp., \$1.

This booklet, the first in a series of three, will be of value to architects and school administrators in planning classrooms in a new school or remodeling an old building.

State Provisions for School Lunch Programs

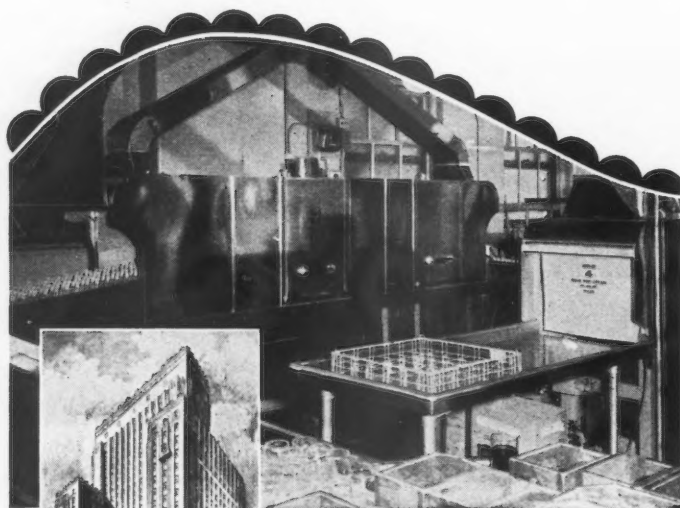
Compiled by Myrtis K. Jeffers. Paper, 40 pp., 20 cents. Bulletin No. 4, 1952. U. S. Office of Education, Washington 25, D. C.

This study supplies the answers to inquiries about the administration of the school lunch program in the various states. It gives detailed information regarding the types of state laws and the varying forms of school lunch organization, as well as information about the state school lunch personnel. It includes appendices covering the state school lunch laws.

Business-Education Day, Allentown

Paper, 59 pp. Chamber of Commerce, Allentown, Pa.

This is a report of the activities carried on by manufacturers and business people generally and the Allentown public schools. The report includes a variety of helpful hints for the conduct of similar programs, publicity, schoolroom activities, and follow-up.



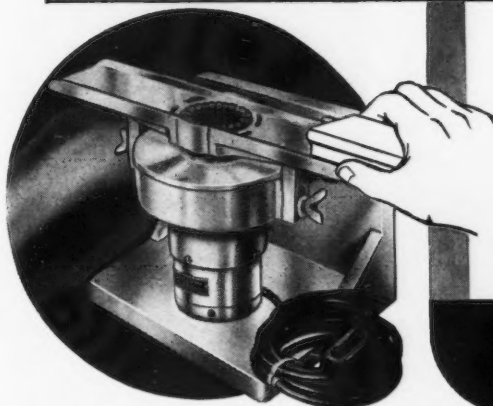
Hotel Schroeder
Milwaukee,
Wisconsin

Cleans
as it protects!

Sexton
Quality Foods

Hotels, proud of their guest service, are equally zealous of their behind-the-scenes techniques for maintaining such service. A mammoth new machine, such as this, representing an important capital expenditure deserves a detergent that will work with it. Invinso performs quickly, positively and gives maximum life to your dishwashing machine. What's more, it gives china and glassware that sparkle which comes from perfect cleanliness. Exhaustive tests have earned for Invinso and Defenso the coveted acceptance of the American Hotel Association.

JOHN SEXTON & CO., CHICAGO, 1952



HERE'S THE PROVEN WAY TO CLEANER CHALKBOARDS

Try this favorite combination in your school. See how Neverip erasers, vacuum cleaned regularly with a Little Giant eraser cleaner, keep chalkboards cleaner. Writing shows up clearer; the whole room is brighter, more attractive. A test will convince you.

NEVERIP

and

Little Giant

proved from
coast-to-coast

Get the full story on the Neverip-Little Giant combination for your schools. See your school supply dealer or write us today for Circular N R 51.

Use Neverip Erasers...

Feel the handling ease as you grasp the rounded back... note the brush-like action of the erasing felts... see them clean with an ease and efficiency not expected from ordinary erasers. Economical, too, for with 25% more felt, Neverips wear longer.

and a Little Giant...

There is no better way to clean erasers. Little Giant's double action... a whirling brush plus powerful suction... draws out every bit of embedded chalk dust. And when erasers are so clean, they work like new.

Beckley-Cardy Company

1632 INDIANA AVE.

• CHICAGO 16, ILLINOIS

It's never too early to learn to
paint with...



Prize Winner 1952—Gary Slava, Age 12
Hanley Jr. High School—University City, Mo.
Teacher: Mrs. Alice Ulbright

A 12-year-old public school student won a prize in the Weber National Scholastic Awards for Oil Painting in 1952. It is fun to paint with oils, therefore easy to learn—and rewarding to teach. Use Weber MALFA Oil Colors for best classroom results. Tops in the popular price field.

WEBER SCHOLASTIC ART AWARDS

Encourage your students to enter their work in the 1953 Competition for Oils sponsored by F. WEBER CO. Cash prizes totaling \$750.00 and other awards, including scholarships. Information on request.

F. WEBER CO.

Manufacturing Artists' Colormen, Since 1853
PHILADELPHIA 23, PA.

ST. LOUIS 1, MO. • BALTIMORE 1, MD.

Patronize your nearest Weber Dealer



WEBER
MALFA
OIL COLORS

- Studio Size tubes, 4" x 1"
- 45 Colors and Whites
- Conform to National Bureau of Standards CS98-42
- Conform to specifications of American Artist Professional League



the
Cram Man
says:

**NOW
READY**

64th
Edition



400 Pages—Maps and facts of the world. Completely indexed. Official 1950 census. Nothing like it today. Must see to appreciate. Sent on trial order—

Only \$25.00

• CRAM has a complete line of GLOBES, MAPS, CHARTS, and ATLASES for Schoolroom use. Our Complete line of school aids have been visualized by a firm of Educational Publishers since 1867—developed and tested in thousands of classrooms. These features give CRAM products an unmatched superiority. Write today for new Catalog of Teaching Aids No. 85.



THE GEORGE F. CRAM CO., Inc.
730 E. Washington St., Indianapolis 7, Ind.

HERE'S IDEAS GALORE!

CREATE NEW INTEREST IN YOUR ART CLASSES!

These extremely interesting books are literally packed with sparkling ideas to make your art and craft teaching job easier and at the same time develop the skills and talents of your students.



CRAFTSMAN'S INSTRUCTION HANDBOOK

by Tony Paris

The most popular craft book on the market! Covers more than 250 craft techniques and applications—from simple batik and basketry to advanced projects in metal work and silk screen printing. Price \$2.00

HANDBOOK OF DESIGNS
by Gordon de Lemos
S-t-r-e-t-c-h your creative thinking with this useful book of smart designs for every purpose.
Per copy \$2.50

THE SECOND STENCIL BOOK

by Emmy Zweybruck
Written by an internationally-known teacher, designer, and lecturer. This lively treatise details her special stencil process.
Price \$1.00



THE NEW STENCIL BOOK
by Emmy Zweybruck
NEW — UNIQUE — INSPIRING! Here is a fresh and vital approach to stenciling in which Professor Zweybruck develops her favorite technique into a fully creative Art. Printed in eight brilliant colors.
Per copy \$3.75



DESIGN APPROACH TO CRAFTS
by Harriet E. Knapp
Here is the book designed to develop a better appreciation of the professional craftsman's attitude toward his work. Price \$3.50

See them on display at your local dealer or order direct.
Dept. CJ-67

The **American Crayon** Company
Sandusky, Ohio New York

Audio-Visual Aids

(Concluded from page 10A)

with limited amounts of arable land, takes on the tremendous job of growing and supporting itself under the new democracy. The relationships between climate and crops, between terrain and industry, are important in this colorful country that must still depend on its ancient production of rice, tea, silkworms, and timber. *Intermediate, Junior High, Senior High.*

Television: How it Works!

(1 reel, sound, color) or B & W. One of America's largest television studios is the setting for our "behind the scenes" story of the new medium. Beginning with the transmission of a scene by electron beams, the audience follows the cathode ray tube in action, an image orthicon tube, an electronic gun—to the actual visualization of an entire television picture on the screen. *Junior High, Senior High, College, Adult.*

Personal Hygiene for Boys

(1 reel, sound, color) or B & W. During adolescence, boys require guidance on practical health habits. Why and how to shower, to shave, to guard against athlete's foot, to care for one's complexion, and to eat a balanced diet are straightforwardly discussed in this timely film. *Junior High, Senior High, College.*

Personal Health for Girls

(1 reel, sound, color) or B & W. Peggy, an attractive, modern high school girl, shares with the audience her routine of daily health habits so necessary to social poise and self-confidence. Cleanliness, proper complexion care, moderate exercise, and the importance of a balanced diet are some of the features that will be meaningful to girls. *Junior High, Senior High, College.*

Mary Had a Little Lamb

(Background for Reading and Expression) (1 reel, sound, color) or B & W. Re-enacted with real storybook flavor, the traditional poem about Mary and her lamb will enthrall primary-grade children. Through charming live-action style, the delightful story unfolds to create a background for reading, memorizing, singing, and youthful art activities. *Primary.*

The English Language: Story of its Development

(1 reel, sound, color) or B & W. An exciting visual history of our native tongue from the time of the Celts, Romans, Nordic, and Saxon tribes is presented in a living story for today's students. The developments wrought by the Church, monks, William the Conqueror, Chaucer, Shakespeare; and the printing press compose the captivating story of the constant growth and change of the English language.

SCHOOL AND CHURCH PLAY

COSTUMES



A complete line of inexpensive but distinctive Costumes especially designed for your School or Church Play. Our Costume Specialists are prepared to Design and Create your Special Character needs.

REASONABLY PRICED

Write Today!

For **FREE** Catalog and Complete Information and Prices on Our Large Group of School Play Costumes.

GRAUBARD'S

266 MULBERRY STREET
NEWARK 2, NEW JERSEY

NEW SUPPLIES AND EQUIPMENT

NEW PORTABLE HAS STANDARD-SIZE KEYBOARD

A distinctive Finger-Flite Champion, finished in new fashion-tone gray and blue, is the newest Underwood portable typewriter. This functionally designed personal writing machine, with its fash-



The New Underwood Portable.

ion-flite carrying case, has a standard size typewriter keyboard, See-Set margins, and Key-Set tabulation. With this new portable typewriter there are no difficulties involved in transferring from a standard to a portable machine. The distances and intervals between the keys are the same as on standard typewriters used in all business offices.

For additional information, write to: Underwood Corporation, 1 Park Ave., New York 16, N. Y.

LOW-PRICED TAPE RECORDER FOR LECTURES

A low-priced tape recorder excellent for playback of lectures and school programs, for movie and slide commentary, language instruction, speech



The Knight Tape Recorder

therapy, and many other valuable applications is now available. Featuring piano-key type push-buttons for selection of operating functions, this recorder is easily used by both faculty and students. Operating functions include Fast Forward, Playback, Stop, Record, and Fast Reverse.

For additional information write: Allied Radio Corporation, 833 West Jackson Blvd., Chicago 7, Ill.

REMOTE TYPE WATER COOLER

Fifty degree drinking water can be served through several wall fountains from a remote type Westinghouse Electric Water Cooler. A water-cooler model is available where the demand is heavy. The water cooling chamber of both models is of brass with the interior surface heavily tin-plated. The refrigerant flows through coils of copper pipe. The chamber is insulated by granular cork sealed in an air- and moisture-tight enclosure. All water-carrying parts are insulated to eliminate sweating.

For further information write: Westinghouse Electric Appliance Division, 663 Page Blvd., Springfield 2, Mass.

(Continued on page 30A)

PROJECTS BRILLIANT PICTURES

OF UP TO THEATRE SIZE

EVEN IN DIFFICULT-TO-DARKEN ROOMS!

The New Strong Universal High Intensity A.C. Arc Slide Projector

Projects 3 1/4" x 4" slides in

SCHOOL AND COLLEGE AUDITORIUMS AND CLASSROOMS



Simple to operate. Entirely safe in the hands of a layman. Simply plug into any 110-volt A.C. convenience outlet. The motor-driven arc will project continuously for 80 minutes without retrimming.

Use coupon now to obtain full details and prices.

Dealer Inquiries Invited

THE STRONG ELECTRIC CORPORATION

49 City Park Avenue

Toledo 2, Ohio

Please send brochure and prices on the Strong Universal Slide Projector.

Name.....
School.....
Address.....
City & State.....
Name of Supplier.....

New Supplies

(Continued from page 29A)

TROPICAL "FLOORKOTE" FOR CONCRETE FLOORS

A new rubber-base paint formula, designed to protect concrete floors from traffic wear, moisture, and chemical and cleaning compounds has been developed by the Tropical Paint & Oil Company, Cleveland. Floorkote enamel, developed on a synthetic rubber-resin base, not water latex emulsion, can be applied equally well to old concrete or new, uncured concrete, to basement floors and to floors laid directly on the ground

over cinder fill. It dries in four hours to a rich gloss.

For additional information write to: *The Tropical Paint & Oil Company, Cleveland 2, Ohio.*

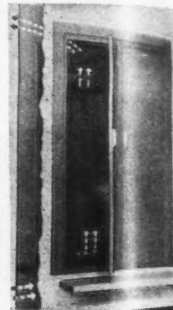
1952 EDUCATIONAL FILM GUIDE READY

The 1952 annual cumulation of the Educational Film Guide (H. W. Wilson Company, New York), called "the best single printed source of information" on educational films, indexes 1670 16mm. films, including many free films, released during the period from November, 1951, to May, 1952. This brings the total available films located through the *Guide* to more than 9900, with each supplement adding new releases to this total.

For further information write to: *H. W. Wilson Company, 950-972 University Ave., New York 52, N. Y.*

"AIR-FLOW" LOCKER PROVIDES VENTILATION

The new Air-Flow steel locker meets the requirements of an ideally equipped and ventilated modern locker room. Circulation of clean, treated air through the locker by means of a built-in ventilating system removes odors and keeps clothing fresher and drier. A louvered, sloping bottom with the shoe holder prevents dirt and trash accumulation inside the locker, and speeds drying of wet shoes. Smooth flush-front design and an elevated dressing bench make both the locker exterior and locker room floor easier to keep clean.



"Air-Flow" Locker

A folder showing installation and ventilation details is available on request from the manufacturer. Write to: *Penn Metal Corporation of Penna., 50 Oregon Ave., Philadelphia 48, Pa.*

UNUSUAL ARM NEW CHAIR FEATURE

A variation in the Norcor 500 series is the "desk-styled" tablet arm chair featuring ample and comfortable writing space and arm support because of the functional shape of the tablet arm; wide leg spread to minimize tipping; form fitting plywood seat; and one-piece embossed steel book compartment.



Norcor Chair With Desk Arm.

For further information write: *Norcor Manufacturing Company, Green Bay, Wis.*

"FIRST BOOK" CHRISTMAS PACKAGE

The Catechetical Guild is offering a special First Book for Little Catholics Christmas pack-

(Continued on page 32A)

SAVINGS in the making



This picture might have been taken in a washroom in your school. Wherever it was, you may be sure of this: The boy won't waste MOSINEE towels from this SENTINEL cabinet. From other cabinets, it's so easy to snap extra towels that he might pull two or three . . . but he won't make the slight extra effort it takes to get even a second towel from the Sentinel. So he uses just one . . . it's enough! With this "control," many schools use 25% to 50% fewer towels.

BAY WEST PAPER COMPANY

1108 W. Mason St., Green Bay, Wis.

A Division of Mosinee Paper Mills Co.

Member of National School Service Institute



MOSINEE Sulphate Towels

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS • BATH-TOWLS

CHOCTAW

will do anything you'll ever ask of a sweep

... because it's an *all purpose sweep*—long in service but low in cost. Center bristling is tough tampico to move the heavier, bulky dirt; outside filling is a thoroughly tested combination of resilient, sterilized horsehair and long-wearing SARAN bristles to handle fine dust and dirt. Wide flare sweeps close to the corners and cuts clean-up time.

Ask your sanitary supply jobber for

**OXCO'S
CHOCTAW**

OXCO
BRUSHES
OX FIBRE BRUSH COMPANY, INC.
FREDERICK Established 1884 MARYLAND

Your copy is ready *

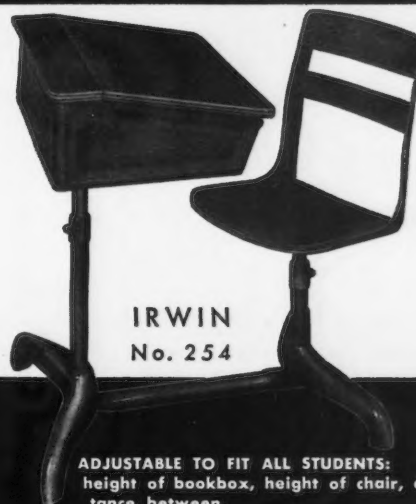


Write also for catalog on Coolers

* Page after page of information and illustrations on the complete Halsey Taylor line

THE HALSEY W. TAYLOR CO., WARREN, O.

PERFECT ANSWER TO CAREFUL PLANNING



IRWIN
No. 254

ADJUSTABLE TO FIT ALL STUDENTS:
height of bookbox, height of chair, distance between.

SELF-LEVELING:
Never jiggles or rocks, regardless of unevenness of floors.

SWIVEL, TENSION-ADJUSTABLE SEAT
Get the complete facts. Write for the IRWIN Catalog before buying any school furniture.



IRWIN SEATING COMPANY

GRAND RAPIDS, MICH.

FAIR PLAY FIGURGRAMS

8 TIMES FASTER

TRY THIS TEST

DURING a time-out period, ask several spectators unexpectedly, "How much time is left to play?"

Check the time with a stop-watch. Check the inaccuracies too. If your scoreboard is a conventional clock type, expect an average of 16 to 20 seconds for an answer . . . and expect 50% inaccuracy too.

If you are scoring with a FAIR PLAY Figurgram, expect 100% accuracy at a glance!

Pep up your schools athletic program. Help the team get the quick, accurate scoring and timing they need. A FAIR PLAY Figurgram Scoreboard will give you the speed, accuracy and dependability you need.

With FAIR PLAY there's no need for elaborate factory installation. Your school engineer can install and service your FAIR PLAY easily.

Know the score! Know the time! Specify FAIR PLAY! Write for free, illustrated booklet today.

MIKE CALLAHAN—LOUDENVILLE, NEW YORK

FAIR PLAY MFG. CO.
73 Thayer St., Des Moines, Iowa



GRUMBACHER

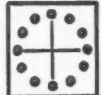
"SYMPHONIC" WATER COLOR SET No. 30-17

COLORS ARE ARRANGED IN A COLOR WHEEL FOR EASY USE

COMPLEMENTS

PRIMARY

SECONDARY



This set of brilliant PIGMENT colors in round cakes, arranged in a color wheel, is based on the Three-Primary Color System. It is the finest set ever devised for the comprehension and application of this system in actual use. It will be found invaluable for visualizing theories of color and color mixing for purposes of instruction.

Sixteen brilliant colors in a "Symphonic" arrangement—to aid in visualizing color theory.

Set contains 2 fine water color brushes.

\$3.50

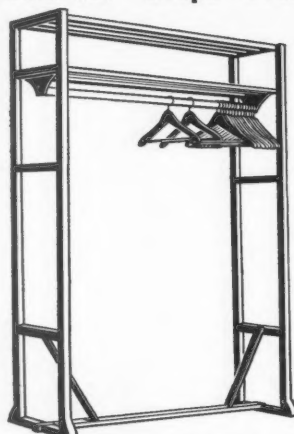
M. GRUMBACHER

471 West 33rd St. New York 1, N. Y.



Checkerette

Answers the "Wraps" Problem



ACCOMMODATES 32

Sets up in a minute without nuts, bolts or tools. Height adjustable for adults, small children or long robes and vestments. Ideal for churches, Sunday schools or parish houses. Four-foot rod for coat hangers or 16 2-sided snap over hooks provided if specified. Sturdy welded steel construction, designed and manufactured by maker of OFFICE VALET Wardrobe Equipment for public buildings and institutions.

Write for Circular CT24



VOGEL - PETERSON CO.
624 So. Michigan Ave. Chicago 5, Ill.

New Supplies

(Continued from page 30A)

age, for \$1, including four different titles for the child 4 to 8 years old, all wrapped in colorful Christmas cellophane. First Book titles are: *My Little Missal*, *Let's Pray*, *First Life of Christ*, and *The Rosary*; they have all been previously reviewed in the CATHOLIC SCHOOL JOURNAL. The package set may be purchased through book dealers.

THREE DIMENSION PROJECTION SCREEN

Three dimension projection has brought the greatest advancement in recent years toward the goal of showing truly lifelike images on the screen, and as a result, interest in stereo projection has become widespread. Radiant Screen Corp., Chicago, is now manufacturing the "Stereo-Master," a new portable screen that clearly brings out the depth of three-dimension pictures. Brilliant pictures are obtained on an aluminum treated surface that is made perfectly tight and flat. This fabric tension is produced by the "Tensi-Lock," a simple ratchet device. The projection surface rolls out of its protective metal case, enabling the screen to be set up in less than a minute.

For further information contact: Radiant Manufacturing Corporation, 2627 W. Roosevelt Rd., Chicago 8, Ill.

CATALOGS AND BOOKLETS

The Proper Way to Use Ceramic and Artist Brushes. Bergen Brush Supplies, manufacturers of artist brushes, and pioneers in the manufacture of ceramic brushes are offering a free booklet written by John David, president of the company. The main objective of the booklet is to assist students in understanding the function of artist, ceramic and sign-painters brushes. Copies may be obtained by writing to: Bergen Brush Supplies, 110 Stuyvesant Ave., Lyndhurst, N. J.

Kitchen Equipment for High Schools and Colleges. A pamphlet available from: Crosley Division, AVCO Manufacturing Corporation, Cincinnati, Ohio.

Westinghouse Revised Catalog. A revised Teaching Aids Catalog for 1952-53 is available from the Westinghouse Electric Corporation's School Service Dept., P. O. Box 2278, Pittsburgh 30, Pa.

Asphalt Tile Floors

Federal Specification, SS-T-306b. Paper, 9 pp., U. S. Bureau of Standards, Washington 25, D. C.

The Asphalt Tile Institute, New York 17, N. Y., worked with the Bureau of Standards in adjusting the government requirements to present-day manufacturing practices and improvement of materials. Copies are available from any government service agency regional office.

The Key to Gymnasium Floor Finishing. A handy 6-page folder containing needed information on how to line new and old basketball courts, the proper preparation and care of gymnasium and other wood floors, and the correct

(Concluded on page 34A)

A Ringing Challenge to Religion Teachers!

TEACHING THE CHRISTIAN VIRTUES

By Msgr. Wm. H. Russell

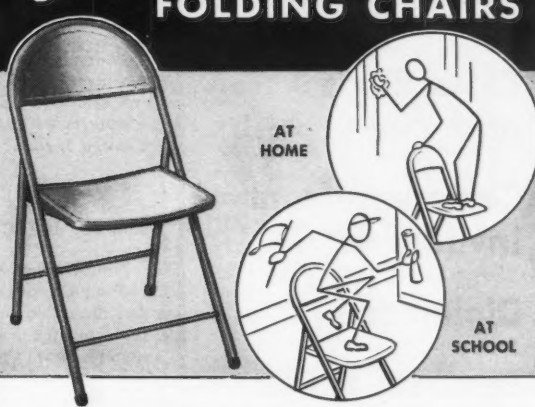
Head, Department of Religious Education,
Catholic University of America

• Is it true, asks Msgr. Russell, that a definition of Christ is being taught, and not the *known* Christ? Are students being taught to regard Christ as the real model for daily living? . . . These are some of the challenges in the author's new book on teaching the virtues seen in Christ or commanded by Him. Departing radically from the traditional approach, Msgr. Russell shows how to teach virtues so that they will become a part of the life of the student, not mere academic learning. The work also provides a very adequate Scriptural background for Christocentric teaching, giving especially needed emphasis on the virtue of *community worship*.

Send for an examination copy of this
stirring new text today!

THE BRUCE PUBLISHING CO.
712 Bruce Building Milwaukee 1, Wisconsin

Ionia "SAFE-TEE" FOLDING CHAIRS



CAN'T TIP, COLLAPSE, UPSET or SLIDE
Rounded Seat Corners! Metal Rubber-Covered Leg Caps!

Here's a safety all steel, indestructible folding chair that adds lounge chair comfort to sturdy dependability. Welded tubular frame . . . special safety construction . . . baked enamel finish . . . choice of colors. Cushion rubber feet . . . noiseless action. A nationally recognized value!

IONIA MFG. CO. • IONIA, MICH.

**True
Deodorant
LIQUID SOAP!**

BALMASEPTIC

Combines the fine qualities and delightful scent of Dolge premium BALMA liquid soap with Hexachlorophene, the antiseptic agent used in modern surgical soaps. Regular washing with BALMASEPTIC not only cleans thoroughly but deposits on the skin a non-irritating film which reduces bacteria as much as 95%. Here's a true deodorant for shower as well as wash-up use, insuring "round-the-clock freshness."

Efficient dispensing equipment available.
Ask your Dolge Service Man for demonstration.

**Dependable
DOLGE**
WESTPORT, CONNECTICUT

Thank You!
SISTERS

and
GOD BLESS YOU

for your wonderful response to our efforts,
. . . It has made us realize the real work
each of you has undertaken.

A Glorious Christmas
and

A Happy New Year

— ASSUNTA & ROBERT McCOURT

ALL AMERICAN Suppliers INC.
875 AVE. OF THE AMERICAS • NEW YORK 1, N.Y.

L. G. BALFOUR COMPANY

Attleboro

Massachusetts

Class Rings
and Pins

Commencement
Invitations

Diplomas

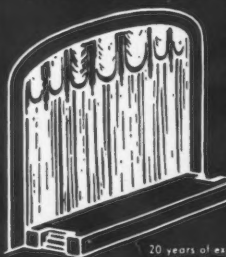
Personal Cards

Club Insignia

Medals and
Trophies

Direct Representatives in all States

Complete STAGE EQUIPMENT



- cycloramas
- window draperies
- stage curtains
- stage hardware
- asbestos curtains
- motor controls
- lighting equipment
- dimmers
- steel tracks
- scenery
- stage rigging
- velvet rope railing

20 years of experience manufacturing, installing, and servicing stage equipment for churches, schools, and institutional auditoriums.

REQUIREMENTS FOR QUOTATIONS

1. Width and height of proscenium
2. Height from stage floor to ceiling
3. Depth of stage.
4. Width on stage.

Upon receipt of measurements, samples and price will be mailed upon request. For descriptive literature, specify circular No. 304.

ART CRAFT

THEATRE EQUIPMENT CO.

108 WEST 46th STREET NEW YORK 19, N. Y.

New Supplies

(Concluded from page 32A)

use of floor finishing and maintenance products, is available from: *Huntington Laboratories, Inc., Huntington, Ind.*

Photographic Interpretations of Grades of Northern Hard Maple Flooring. A folder in full color available from: *Maple Flooring Manufacturers Assn., Suite 548, 35 E. Wacker Drive, Chicago 1, Ill.*

How to Plan a School Workshop. The title of a booklet offered by: *Delta Power Tool Division, Rockwell Mfg. Company, Pittsburgh 8, Pa.*

Nine DuPont Motion Pictures. Pictures in the DuPont Company's film lending library are listed and illustrated in a new booklet just issued by the company. Ranging from 19 to 39 minutes' running time, the films cover such subjects as nylon, rayon fabrics, dyes, and chemical research, as well as the story of the company's 150-year growth. They are loaned without charge. Copies of the booklet may be obtained by writing: *E. I. du Pont de Nemours and Co., Motion Picture Distribution Dept., Wilmington 98, Del.*

Bulletin of N.C.E.A. Report of the proceedings and addresses of the 49th annual meeting held in Kansas City, Mo., on April 15-18, 1952, published in August, 1952. The *Bulletin* is published quarterly, at a subscription price of \$3 per year, by the National Catholic Education Association, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

TEXT and REFERENCE BOOKS

of all Publishers — New & Used — at Big Savings
50 free catalogs issued, comprising over 1000 pages and including over 60,000 titles, many "out of print," offering a saving to your students and an opportunity for your library.

BOOKS WE PUBLISH: By Fr. E. C. McEniry, O.P.
St. Thomas Aquinas Meditations, 1951 \$4.00
God Cares for You 3.00
The Sinner's Guide 3.00
St. Thomas Aquinas Exp. Our Lady's Feasts 1.00

By Reverend Father F. Alexander
Upon This Rock, An Introduction to Apologetics for Students, 1951 2.50

WE ALSO BUY BOOKS

LONG'S COLLEGE BOOK CO.
DEPT. CS COLUMBUS 1, OHIO
Booksellers & Publishers Since 1902

2100 TITLES!!

Yes, we List and Stock 2100 Juvenile Library Titles Recommended for Catholic Schools

- 2100 select titles listed in our current elementary School Library Circular.
- 2100 titles carried in stock for immediate shipment.
- We have all new and staple Catholic Juveniles such as books on Saints, etc.
- We have the best of the general books — classics, biographies, mysteries, animal stories, etc.
- Generous school discounts and additional quantity discounts.

SEND US YOUR ORDER TODAY

CATHOLIC BOOK & SUPPLY CO.
SOUTH MILWAUKEE WISCONSIN

Professional BROADWAY COSTUMES FOR YOUR SHOW!

The same as those worn by famous Broadway and Television stars available for REVUES, MINSTRELS, GAY NINETIES, MUSICAL COMEDIES, OPERETTAS, ETC.

All costumes altered and styled to your measurements under the supervision of professional designers.

REASONABLE RENTAL RATES

DISCOUNT TO CHURCHES,
SCHOOLS, GROUPS

For estimate write: number and type required; date and/or dates of performance and dress rehearsal.

"Costumes the stars wear"

MANHATTAN COSTUME CO.

Incorporated
1115 Sixth Avenue New York 36, N. Y.

PLAYS Our 1953 FREE Catalog

HEUER's 1953 Catalog (144 pages) of plays (1 and 3 acts) and entertainment book... Christmas... Patriotic... Stunt and Minstrel Books with a complete line of Wigs, Beards and Make-up Goods. Send Free to Program Sponsors.

THE HEUER PUBLISHING COMPANY
Box 551 Cedar Rapids, Iowa

IF YOUR SENIOR CLASS NEEDS MONEY

TO HELP FINANCE A

YEARBOOK OR OTHER
CLASS UNDERTAKING

we urge you to become acquainted
with our generous

Graduation Personal Card Plan

which enables your senior class to buy direct and thereby realize 40% commission for their treasury. In other words your senior class receives the commission ordinarily paid to an agent. The individual student pays no more for his cards.

This plan was used in over four thousand high schools last year with overwhelming success and enthusiasm.

Fill out the form below and attach to school letterhead or card and mail for sample kit. No obligation whatsoever.

PRINTCRAFT Dept. J, 1509 Maple Street
Scranton 5, Pennsylvania
Name.....
Title.....
Name of School.....
Address.....
City and State.....

CAPS & GOWNS



FOR COLLEGES
HIGH SCHOOLS
PAROCHIAL
SCHOOLS
CONFIRMATIONS
CHOIR GOWNS
•
RENTAL OR SALE
•
Catalog on
Request
Established in 1912

BENTLEY & SIMON

7 WEST 36 ST. NEW YORK 18, N.Y.

RAFFLE BOOKS

for School or Church is our
specialty.

All orders shipped same day as
received. Lowest prices.

THE U. S. BOOK COVER CO.
Tamaqua, Pa.

✓ **GRADE SCHOOLS**
✓ **HIGH SCHOOLS**
✓ **COLLEGES**

Use **BERGEN BRUSHES**
for Better Results



FLAT SHOW CARD BRUSHES
Series 65 Finest selected ox hair
that works to a chiseled edge assur-
ing full square edges.

ROUND EASEL BRUSHES
Series 700 Long handled brush. Very
best selected quality genuine camels
hair suitable for easel point and
tempera. Hairs are firmly set and
work to a long point.

SABLE WATER COLOR BRUSHES
Series 149 A fine red sable brush
created to meet the most exacting
demands yet reasonably priced.

AVAILABLE
ALL SIZES
00 thru 12

Send for special catalog
of brushes for schools
and colleges. Write
direct to Dept. C-4
BERGEN BRUSH SUPPLIES
LYNDHURST, N. J.

GUIDE TO

ADVERTISERS' PRODUCTS AND SERVICES

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

CODE NO.	PAGE NO.	CODE NO.	PAGE NO.
120 All American Suppliers.....	33A	1232 Insulux Glass Block.....	15A
121 American Crayon Company.....	28A	1233 International Business Machines Corp.	14A
122 American Optical Co.....	16A	1234 Ionia Mfg. Co.....	33A
123 American Playground Device Co.....	20A	1235 Irwin Seating Company.....	31A
124 American Seating Company.....	36A	1236 Kimble Glass Co.....	15A
125 Ampro Corporation, The.....	1A	1237 Lohmann Company, E. M.....	10A
126 Art Craft Theatre Equip. Co.....	34A	1238 Long's College Book Co.....	34A
127 Automatic Devices Co.....	24A	1239 Manhattan Costume Co.....	34A
128 Balfour Company, L. G.....	34A	1240 Minneapolis-Honeywell Regulator Co.4th cover
129 Bay West Paper Company.....	30A	1241 Minnesota Mining & Mfg. Co.....	2A
1210 Beckley-Cardy Company.....	27A	1242 Moore Company, E. R.....	24A
1211 Bentley & Simon, Inc.....	35A	1243 National Sports Equipment Co.....	36A
1212 Benziger Brothers.....	12A	1244 Norcor Mfg. Company, Inc.....	24A
1213 Bergen Brush Supplies.....	35A	1245 Ox Fibre Brush Company.....	31A
1214 Binney & Smith Co.....	21A	1246 Porter Corp., J. E.....	19A
1215 Bobbs-Merrill Company.....	8A	1247 Powers Regulator Co.....	6A & 7A
1216 Bruce Publishing Company33A & 3rd cover	1248 Printcraft Card Co.....	34A
1217 Brunswick-Balke-Collender Co.	1249 Remington Rand, Inc.....	25A
Horn Brothers Division.....	18A	1250 Sexton & Company, Inc., John.....	26A
1218 Catholic Book & Supply Co.....	34A	1251 Shwayder Brothers, Inc.....	4A
1219 Cram Company, George F.....	27A	1252 Singer Sewing Machine Co.....	11A
1220 Da-Lite Screen Co., Inc.....	23A	1253 Strong Electric Corp.....	29A
1221 Dolge Company, C. B.....	33A	1254 Taylor Company, Halsey W.....	31A
1222 Esterbrook Pen Company.....	10A	1255 Tolerton Company, The.....	23A
1223 Fair Play Mfg. Co.....	32A	1256 U. S. Book Cover Company.....	35A
1224 Fenestra Building Products.....	17A	1257 Victor Animatograph Corp.....	9A
1225 Griggs Equipment Company.....	23A	1258 Vogel-Peterson Co., Inc.....	32A
1226 Graubard's, Inc.....	20A & 28A	1259 Warp Publishing Company.....	13A
1227 Grumbacher, Inc.....	32A	1260 Wayne Iron Works.....	22A
1228 Heath and Company, D. C.....	13A	1261 Weber Company, F.....	27A
1229 Heuer Publishing Company.....	34A	1262 Wilson Company, H. W.....	12A
1230 Hillyard Chemical Co.....	2nd cover	1263 Zaner-Bloser Company.....	13A
1231 Hussey Mfg. Co., Inc.....	36A		

FOR INFORMATION USE THIS COUPON

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE CATHOLIC SCHOOL JOURNAL. Your request will receive prompt attention. BRUCE—MILWAUKEE.

THE CATHOLIC SCHOOL JOURNAL

400 North Broadway, Milwaukee 1, Wis.

December, 1952

Please send information offered in the advertisements we have encircled.

120	121	122	123	124	125	126	127	128	129	1210	1211
1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223
1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235
1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247
1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259
1260	1261	1262	1263								

Also information on.....

Name.....

Requested by.....

Position.....

School.....

City.....

Zone.....

State.....

COMPARE ITS ADVANTAGES!**American Universal
"TEN-TWENTY" DESK**

ACCLAIMED as the "key to the co-ordinated class room," the American Universal "Ten-Twenty" Desk (No. 436) provides the only desk-top adjustable, easily and quietly, to three approved positions (level, plus 10° and 20° slopes)—and the only *automatic fore-and-aft* seat adjustment. These and other features relieve bodily and visual stresses and strains—an important step toward better mental attitudes and improved classroom results. The entire desk is movable, permitting flexibility of arrangement.

Use the chart to determine how many *more* functional benefits are embodied in the "Ten-Twenty" than in any other school desk.

COMPARATIVE CHECK LIST	OTHER DESKS	THE "TEN-TWENTY"
20° SLOPE TOP. For greatest ease and visual efficiency, in reading, writing, and drawing.		✓
"CONVENTIONAL" 10° SLOPE. Also instantly available, for miscellaneous or occasional preferences.		✓
LEVEL TOP, TOO. Immediately available, for manipulative tasks, group discussions, etc.		✓
AUTOMATIC FORE-AND-AFT SEAT ADJUSTMENT. For full focal adjustment to all tasks. Functions at will of pupil—no locks or devices.		✓
SEAT SWIVELS 45° EITHER WAY. Reduces body twist for right or left hand and eye preferences. Easier ingress and egress, too.		✓
SELF-ADJUSTING LOWER RAIL IN SEAT BACK. Fits each occupant. Back is deep-curved.		✓
CRADLEFORM POSTURE SEAT. For relaxed sitting. No rearward elevation.		✓
FLUTED FOOT-REST. For more comfort, minimum marring of finish.		✓
NEVER-FAILING, HEIGHT-ADJUSTMENT CLAMPS. For separate adjustment of seat and book-box.		✓
SANITARY, ONE-PIECE BOOK-BOX. Rounded lines—for cleanliness, generous knee-room.		✓

FREE BOOKLETS—"Education Grows" and "The Co-ordinated Classroom"—two informative works on recent educational developments. Write Dept. 10.

**American Bodiform
Auditorium
Chairs**

The most beautiful and practical of full-upholstered auditorium chairs. Bodiform provides the utmost in comfort, durability, acoustical benefit. Also available with folding tablet-arm.



WORLD'S LEADER IN PUBLIC SEATING

American Seating Company

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities

Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

NEW YORK UNIVERSITY
WASHINGTON SQUARE
LIBRARY

Here's BEAUTY Plus COMFORT

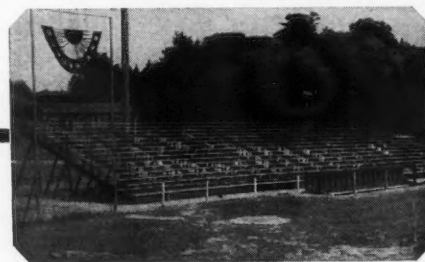
THE NEW
National

GIRLS' GYM SUIT**STYLE 245
"WINNER"**

The "Winner" is well named. A favorite in gym classes everywhere, the attractive Style 245 features smart tailoring and clever action-comfort design. You'll like the four-pleated front, exclusive pleated action-back, the slimming darts in waist and back, the gripper-front attached blouse, and other features. Finest sanforized suiting is used, colorfast, durable, perfect fitting. Also available with elastic-leg inner bloomer (Style 245C).

Write for new 1952
Illustrated Circular
No. 513
showing 12 Gym Suits of
late design.
Attractive prices.

National SPORTS EQUIPMENT CO. 384 MARQUETTE ST. FOND DU LAC, WIS.



Hussey Model 8 installation at Pettengill Park, Auburn, Maine

**WHETHER YOU NEED
48 OR 48,000 SEATS**

Hussey Patented Portable Steel Sectional Bleachers and Grandstands are the most practical and most economical answer to your seating problems. They can be used for baseball, football, etc., and then quickly and easily moved inside for basketball and other indoor needs. They are safe, cannot collapse, last indefinitely and sections can be added as needed.

Because of their exclusive patented features, they can be set up and taken down faster and easier than any other stand—only 1.2 minutes per seat to set up, and 1 minute per seat to take down. Available in two styles—Model 6 Portable Bleachers and Model 8 Portable Grandstands.

FREE catalogs and complete information on request. Write today!

IRONWORKERS



SINCE 1835

Hussey Mfg. Co. Inc.

525 Railroad Avenue • No. Berwick, Maine

Also Mfrs. of — Diving Boards, Floats, Piers, Water Sports Equipment, Flag Poles, Fire Escapes and Miscellaneous Iron.

Outstanding Texts—And They Are Up-to-Date

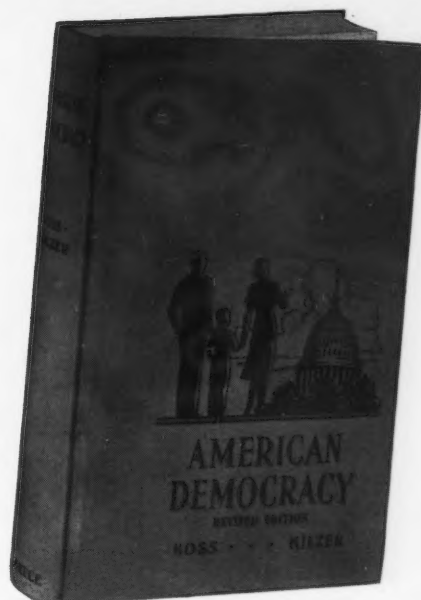
A New Revised and Enlarged Edition

AMERICAN DEMOCRACY

By Eva J. Ross, Ph.D., and
Ernest F. Kilzer, O.S.B., Ph.D.

A completely revised and enlarged edition of this popular text for *Problems in Democracy* classes. It now includes statistics from the 1950 census; omits details related to World War II as in progress; explains current developments in government and new legislation; covers statements of the recent Popes and American Bishops on social matters; and provides guidance material on vocations, preparation for marriage, etc.

\$3.96



For Making Today's Students Social Minded

SOCIOLOGY AND SOCIAL PROBLEMS

By Eva J. Ross, Ph.D.

A one-semester basic course in sociology, covering *The Individual and Society*, *Basic Social Organizations*, *National Social Problems*, and *World Problems*. Thoroughly integrates Catholic social teachings and shows the Catholic's place in society, the family, Church, school, work group, and the State.

\$2.76

Newest Teaching Methods!

MECHANICAL DRAWING REVISED EDITION

By Eward Berg

Texts for the ninth and tenth grade level, now revised to conform to drawing and drafting room practices of the American Standards Association. They insure transfer of training theory and practice through use of the "example methods." Based on research by a group of mechanical drawing teaching and written to include new teaching methods the group recommended.



Volume I, paper, 88 cents

Volume II, paper, 80 cents

Complete Edition, paper, \$1.80

Complete Edition, cloth, \$2.56

Now Revised and Enlarged

SOUND SOCIAL LIVING

By Eva J. Ross, Ph.D.

This text for the two-semester course in sociology has now been revised and expanded to meet today's teaching methods and contents. Soundly based on the encyclicals and Catholic philosophy, it develops Christian attitudes and the sense of responsibility that future leaders need. All data on census, world organizations, changes in governmental set-up, minority groups, etc., are up to date.

\$3.35

Teach Woodworking the GRAPHIC Way!

WOODWORK VISUALIZED

By Ross C. Cramlet

Beginners will learn faster this graphic way. Here's a complete course in basic woodworking tools and processing in 131 plates of pictures with a minimum of text material. Covers also projects and basic information on hardware, joinery, fastenings, tool sharpening, and wood finishing.

\$1.76

Reproduces On-the-Job Situations in Woodwork!

PRINCIPLES OF WOODWORKING

By Herman Hjorth

All the essential information on hand and machine tools is contained in this text which reproduces real shop situations in planning, making and finishing a job. Organized to give tool operations in step-by-step form, and illustrated so completely that little help is needed from the teacher. Revised and enlarged recently to conform to methods used in industry today.

\$2.88

TE FOR COPIES FOR 30 DAYS' STUDY

THE BRUCE PUBLISHING COMPANY
612 Bruce Building
Milwaukee 1, Wisconsin



Only Honeywell has this "magic" ventilation control that helps stop classroom shivers!

IT'S NOT ALWAYS this easy to see when a student is uncomfortable. But if you have a slow-acting ventilation system, one that allows temperatures to "lag" behind the thermostat—chances are your students may be uncomfortable even if they don't show it!

Now, the remarkable new Reset Relay, made only by Honeywell, prevents this cause of classroom shivers through instant control of the ventilator, and keeps room temperatures from "seesawing." This swift, dependable operation—almost magical in accuracy—keeps temperatures *constantly comfortable*, even in coldest weather!

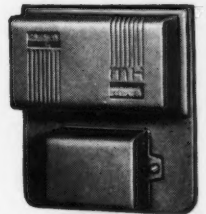
This is but one example of Honeywell's *better* temperature control. Today, in hundreds of schools, Honeywell

systems are providing the level temperatures, adequate fresh air and proper humidity so essential to proper classroom environment. And Honeywell controls have been proven to be *more accurate, more dependable!*

Whatever your requirements—electronic, electric or pneumatic controls for heating, ventilating, hot water, and refrigeration equipment—Honeywell can meet them—and also offer you the valuable technical advice and service of an experienced staff located in 91 key city offices from coast to coast.

So whether you're modernizing or building a new school, call Honeywell. Or for a copy of the booklet "Honeywell Control Systems for the Modern School," write Honeywell, Dept. CJ-12-28, Minneapolis 8, Minn.

*Now...
constant
comfort
in any
weather!*



Whether your school is old or new, you can install this Reset-Relay—the finest pneumatic control ever developed. (Shown above under the Honeywell Gradustat.) It can be used on pneumatic heating, ventilating or humidity systems—wherever a close control of temperatures is desired. It reduces temperature "lag" by 90%, gives greater stability with no "hunting" or "cycling," and allows you to keep the temperature constant no matter how severe or mild the weather.

MINNEAPOLIS
Honeywell

First in Controls



